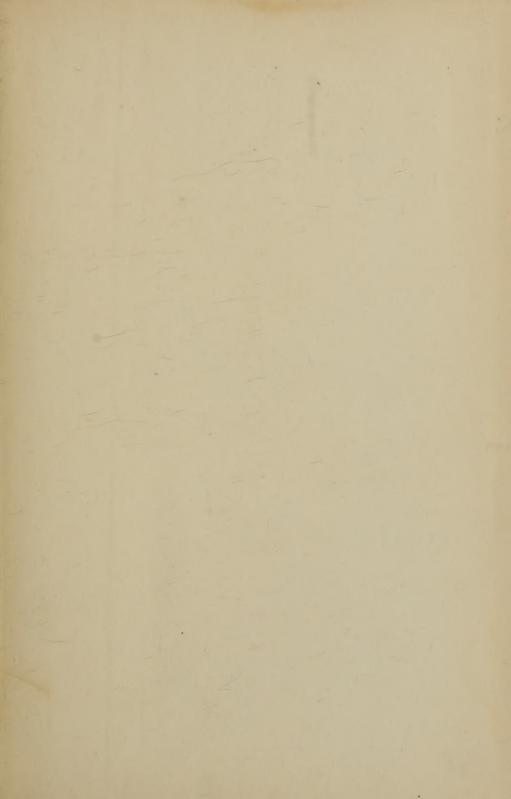
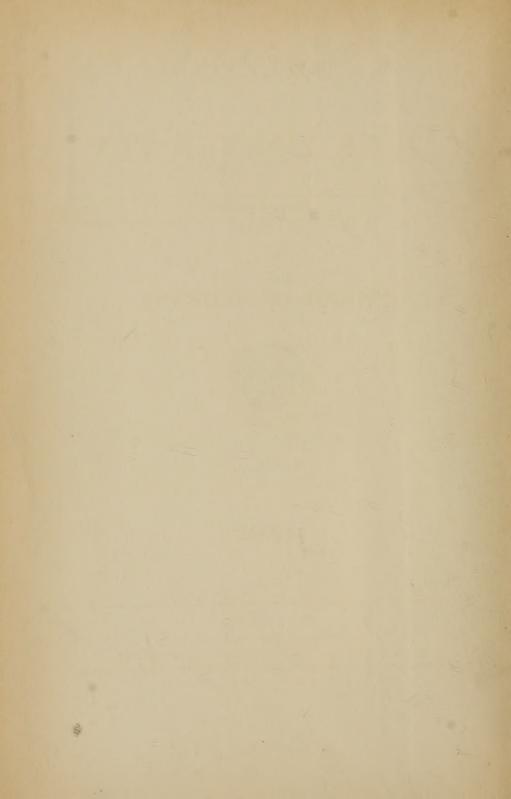


# DUKE UNIVERSITY



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## BULLETIN

OF

# DUKE UNIVERSITY

VOL. 3

JANUARY, 1931

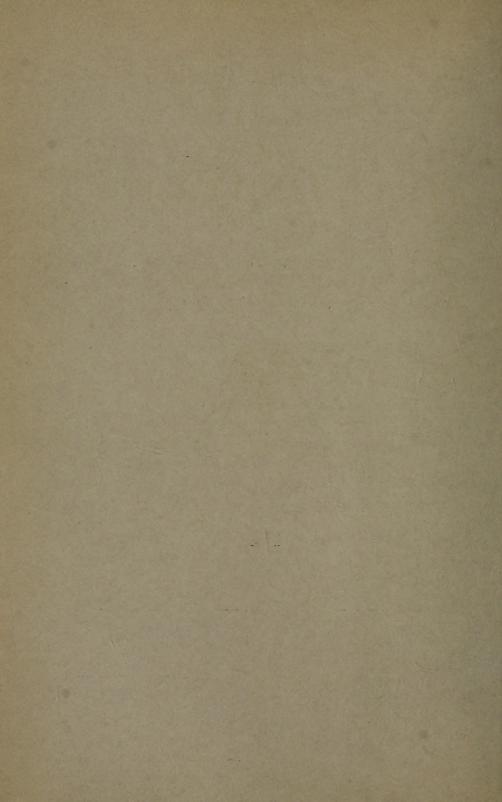
No. 1

### SCHOOL OF MEDICINE



1931

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE AND OCTOBER
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UNDER ACT OF AUGUST 24, 1912



# BULLETIN OF DUKE UNIVERSITY

SCHOOL OF MEDICINE



1931

DURHAM, NORTH CAROLINA 1931 378.756 D877BU Vol. 3

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#### SCHOOL OF MEDICINE CALENDAR, 1930-1933

1930

October 1 (Wednesday)—Registration of entering students.

October 2 (Thursday)—Autumn quarter begins.

November 27 (Thursday)—Thanksgiving (holiday).

December 20 (Saturday)—Autumn quarter ends and Christmas vacation begins.

1931

January 5 (Monday)-Winter quarter begins.

February 23 (Monday)—Washington's birthday (holiday).

March 21 (Saturday)—Winter quarter ends and spring vacation begins.

March 30 (Monday)—Spring quarter begins.

June 13 (Saturday)—Spring quarter ends and summer vacation begins.

June 22 (Monday)—Summer quarter begins.

July 4 (Saturday)—Independence Day (holiday).

September 5 (Saturday)—Summer quarter ends and autumn vacation begins.

October 1 (Thursday)—Registration of entering students.

October 2 (Friday)—Autumn quarter begins.

November 26 (Thursday)—Thanksgiving (holiday).

December 19 (Saturday)—Autumn quarter ends and Christmas vacation begins.

1932

January 4 (Monday)-Winter quarter begins.

February 22 (Monday)—Washington's Birthday (holiday).

March 20 (Saturday)—Winter quarter ends and spring vacation begins.

March 29 (Monday)—Spring quarter begins.

June 12 (Saturday)—Spring quarter ends and summer vacation begins.

June 21 (Monday)-Summer quarter begins.

July 4 (Monday)—Independence Day (holiday).

September 4 (Saturday)—Summer quarter ends and autumn vacation begins.

October 4 (Monday)—Registration of entering students.

October 5 (Tuesday)-Autumn quarter begins.

November 25 (Thursday)—Thanksgiving (holiday).

December 22 (Wednesday)—Autumn quarter ends and Christmas vacation begins.

1933

January 3 (Monday)—Winter quarter begins.

February 22 (Tuesday)—Washington's Birthday (holiday).

March 19 (Saturday)—Winter quarter ends and spring vacation begins.

March 28 (Monday)-Spring quarter begins.

June 11 (Saturday)——Spring quarter ends and summer vacation begins. June 20 (Monday)—Summer quarter begins.

July 4 (Tuesday)—Independence Day (holiday).

September 3 (Saturday)—Summer quarter ends and autumn vacation begins.

October 3 (Monday)—Registration of entering students.

October 4 (Tuesday)—Autumn quarter begins.

November 24 (Thursday)—Thanksgiving Day (holiday).

December 21 (Wednesday)—Autumn quarter ends and Christmas vacation begins.

The Treasurer's office is in room 301, Page Auditorium building, on the West Campus, and is open daily, except Sunday, from 9 a. m. to 4:30 p. m.

The office of the Recorder and Dean of the School of Medicine is in room M 121 of the Medical School, and is open daily, except Sunday, from 8:30 a. m. to 5 p. m.

For catalogue and general information, address the OFFICE OF THE DEAN, DUKE UNIVERSITY SCHOOL OF MEDICINE, BOX 3701, DURHAM, N. C.

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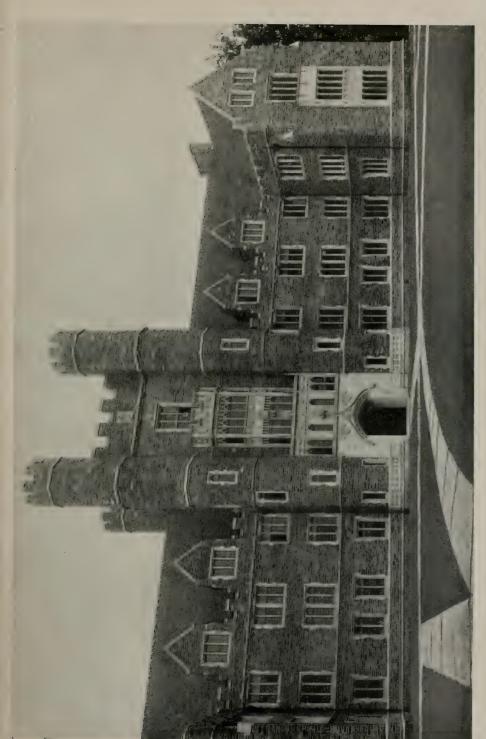
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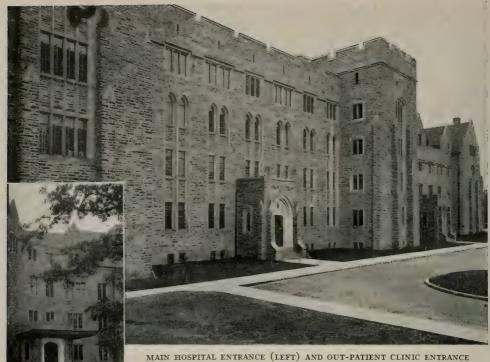
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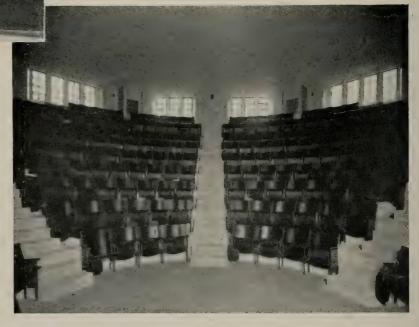


THIS FACADE OF THE SCHOOL OF MEDICINE OVERLOOKS THE LENGTH OF THE MAIN UNIVERSITY QUADRANGLE.



MAIN HOSPITAL ENTRANCE (LEFT) AND OUT-PATIENT CLINIC ENTRANCE (RIGHT)





SCHOOL OF MEDICINE AND HOSPITAL AMPHITHEATRE.

#### GENERAL STATEMENT

The Duke University School of Medicine and the Duke Hospial were established in 1925 through the munificent gift of the the late James B. Duke. The hospital and out-patient clinic were opened for patients on July 21, 1930, and have grown much more rapidly than anyone had anticipated. On October 1, 1930, the first classes of 52 first year students and 18 junior students were admitted to the School of Medicine.

The School of Medicine with laboratories and class rooms for three hundred students has been planned to insure the greatest correlation between the various departments. These facilities are available also for students who are studying for degrees other than the M.D. The Hospital with its four hundred and fifty-six beds has every modern convenience for the diagnosis, proper care, welfare and comfort of the patients, both private and charity, white and colored, whether they come from Durham or from a distance.

In addition to the clinical facilities of the Duke Hospital and Out-Patient Clinic, the Trustees of the Watts Hospital (220 beds) and of the Lincoln Hospital (108 beds) have very kindly granted teaching privileges to the Duke University School of Medicine.

#### DUKE HOSPITAL

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Superintendent

FREDERIC VERNON ALTVATER, A.B.,
Assistant Superintendent

ROSS PORTER, A.B., Assistant Superintendent

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NUMA DUNCAN BITTING, Ph.G., M.D., Surgery.

LYLE STEELE BOOKER, M.D., Surgery.

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HARVEY MEARS BRINKLEY, M.D., Obstetrics and Gynecology.

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GEORGE LUNSFORD CARRINGTON, A.B., A.M., M.D., Surgery.

WILLIAM MAURICE COPPRIDGE, M.D., Urology.

WILLIAM BANKS DEWAR, B.S., M.D., Medicine.

BURTON WATSON FASSETT, M.D., Oto-laryngology.

ROBERT LEE FELTS, Ph.G., M.D., Medicine.

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JOSEPH CLARK HOLLOWAY, M.D., Medicine.

MARION YATES KEITH, A.B., M.D., Pediatrics.

THOMAS CLEVELAND KERNS, A.B., M.D., Oto-laryngology.

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BLACKWELL MARKHAM, A.B., M.A., M.D., Surgery.

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SAMUEL DACE McPherson, M.D., Oto-laryngology.

SAMUEL FITZSIMMONS RAVENEL, A.B., M.D., Pediatrics.

FOY ROBERSON, M.D., Surgery.

BENNETT WATSON ROBERTS, M.D., Pediatrics.

DONALD EDWARD ROBINSON, A.B., M.D., Pediatrics.

ALDERT SMEDES ROOT, B.S., M.D., Pediatrics.

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CLARENCE E. GARDNER, JR., A.B., M.D., Surgery.

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EMIL B. CEKADA, S.B., D.Sc. M.D., Medicine.
MAX O. OATES, A.B., M.D., Pathology.
WALTER W. BAKER, A.B., B.S., M.D., Surgery.
R. RANDOLPH JONES, JR., A.B., M.D., Surgery.

#### Internes

ROWLAND T. BELLOWS, Ph.B., M.D., Medicine. THOMAS P. MAGILL, A.B., M.D., Medicine. R. ELOISE SMITH, A.B., M.A., M.D., Medicine. JEAN D. CRAVEN, A.B., M.D., Pediatrics. RUTH G. GRIESEMER, A.B., M.D., Surgery. LOUIS B. ZIV, A.B., M.D., Surgery.

#### HOSPITAL

The Duke Hospital has 456 beds including 50 bassinets for newly born infants. *Medicine*, including dermatology, roentgenology, neurology and psychiatry, has 111 ward beds; *surgery*, including urology, oto-laryngology, ophthalmology, orthopedics and gynecology, 105 ward beds; *obstetrics*, including gynecology, 56; *pediatrics* 52 and there are 82 private rooms and semi-private cubicles. The surgical department has 7 operating rooms and obstetrics 4 delivery rooms. There are accommodations for a resident staff of 40. Offices and examining rooms for the members of the medical faculty are located in the hospital.

The ward rates at the Duke Hospital are \$3 per day, which include all costs except charges for X-rays, operating room, and special drugs and treatments. Semi-private and private rates are \$5 to \$8 per day. If a patient is unable to pay for hospital treatment, it is hoped that the welfare department of his or her county will pay part or all of the hospital costs. The Duke Hospital cannot give charity treatment to all of the patients who apply. However, if the patient's condition is of sufficient medical or surgical interest, university funds can be used toward the hospital cost, but a decision in regard to admission cannot be

made until the individual has been examined at the Duke Out-Patient Clinic. White patients who wish to be examined at the Duke Out-Patient Clinic should come at 1:00 p. m. Colored patients will be examined at 3:00 p. m. These regulations are not necessary for patients who can pay the semi-private rates of \$5 per day or for a private room at \$6 to \$8 per day; semi-private cubicles and private rooms can be reserved by telephoning to the admitting office. After discharge from the hospital, patients are asked to return to the physician who referred them and a summary of the case is sent promptly to him.

#### OUT-PATIENT CLINIC

The out-patient clinic, with 66 examining and treatment rooms, a physiotherapy division and a brace and instrument shop, is equipped for the diagnosis and treatment of all forms of disease. Daily, except Saturdays, Sundays and holidays, at 1:00 p. m., white patients, and 3:00 p. m., colored patients are admitted to the out-patient clinic for diagnosis and treatment in general medicine and surgery. Clinics in the other specialties are held at the same hours twice weekly. The following is the schedule for the out-patient clinic:

Medicine, surgery, roentgenology, physiotherapy, dentistry, pediatrics, nose and throat, orthopedics, neuropsychiatry; Tuesday: Medicine, surgery, roentgenology, physiotherapy, urology, obstetrics, gynecology, allergy: Wednesday: Medicine, surgery, roentgenology, physiotherapy, orthopedics, dermatology, syphilology; Thursday: Medicine, surgery, roentgenology, physiotherapy, dentistry, nose and throat, neuropsychiatry, ophthalmology, pediatrics; Friday: Medicine, surgery, roentgenology, physiotherapy, obstetrics, gynecology and urology. If the patient is able to pay, the clinic charge is \$2 for the first visit to all clinics. For return visits, the rate is fifty cents for consultation or completion of examination; fifty cents to \$2 for treatment by various specialists, to be determined by the physician in charge of the specialty, and \$2 for patients who have not been instructed to return and do so on their own initiative. In order to cooperate with the medical profession, anyone who wishes to attend the out-patient clinic should consult and bring a letter from his or her own physician. All patients accompanied by their physicians are admitted free to the out-patient clinic.

The general policy of admitting patients to the wards and out-patient clinic is to consider carefully their financial and social status; income and size of family, special responsibilities and the probable cost of treatment all being weighed in determining admission. A married patient, for instance, with an income of less than \$15 per week is considered admissible to the wards or out-patient clinic for ordinary conditions; the income limit, of course, varying according to the other factors which affect the patient's financial status. Those who are able to pay the ordinary fees of consultants and specialists are not admitted to the out-patient clinic but may make arrangements through their own physicians for private appointments.

#### SCHOOL OF NURSING

BESSIE BAKER, R. N., B.S.,

Dean of the School of Nursing and Professor of Nursing Education

The first class of the Duke University School of Nursing was admitted on January 2, 1931. The entrance requirements are intelligence, character and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse consists of three years of eleven months each. The tuition is \$100 per year. Application forms may be obtained by writing to the Dean, Duke University School of Nursing, Durham, N. C.

Duke University grants the degree of Bachelor of Science to women who have completed successfully two years of college work (60 semester hours) in Duke University or some other approved university or college in addition to the three year course leading to the Diploma of Graduate Nurse in the Duke University School of Nursing. The sixty semester hours of college can be completed either before or after the three year course in the School of Nursing, but not during it. Those who contemplate studying for this degree should obtain, from the Dean of the School of Nursing, advice about the university or college courses which are recommended.

#### SCHOOL OF DIETETICS

ELSIE WILSON MARTIN, A.B., M.S., Professor of Dietetics

In addition to the training of medical students and nurses in dietetics, women whose previous training is acceptable, are admitted to the School of Dietetics and are given a Certificate of Graduate Dietitian after the successful completion of the course of one year. Applications should be sent to the Professor of Dietetics, Duke University School of Dietetics, Durham, N. C.

Duke University grants the degree of Bachelor of Science to women who have completed successfully three and one half years of college work (110 semester hours) in Duke University or some other approved university or college, and the course of one year leading to the Certificate of Graduate Dietitian in the Duke University School of Dietetics.

#### POSTGRADUATE STUDY

The need for more provision for postgraduate study is very acute not only in this country but abroad. There are very few clinics to which a physician can go, after he has been in practice several years, to obtain the additional training which he has found he requires. It is the plan of the School of Medicine to attempt to fill this need. If any doctor wishes to spend a few days, weeks or months reviewing his knowledge of medicine, surgery, obstetrics, pediatrics or other branches, or if he has to do an unusual operation and wishes to refresh his memory of the anatomy involved, the facilities and equipment are at his disposal. The service of the School of Medicine is not limited to the training of its own students and staff but extends to giving the members of the medical profession the benefit of everything it has. Graduates in medicine are welcomed especially at the varied clinics and demonstrations in medicine, surgery, obstetrics, and other specialties which will be held from 9 a.m. to 12:30 p. m. each Saturday, and at the clinical-pathological conferences at 5 p. m. on Wednesdays. Short intensive postgraduate courses in medicine, obstetrics and pediatrics will be provided if there is sufficient demand. Further information may be obtained by writing to the head of the department concerned or to the Dean. Duke University School of Medicine, Durham, N. C.

#### INTERNESHIPS AND RESIDENCIES

Interneships of one year's duration with room, board, laundry and uniforms furnished, but without salary, are available in *medicine* (including dermatology, roentgenology, neurology and psychiatry), in *obstetrics* (including gynecology), in *pediatrics*, in *surgery* (including urology, oto-laryngology, ophthalmology, orthopedics and gynecology), or in *pathology* commencing each January, April, July and October. Application blanks, which must be returned at least three months before the appointment is desired, may be obtained by writing to the head of the department in which an interneship is wanted or to the Dean, Duke University School of Medicine, Durham, N. C. Graduates of any class A medical school are eligible for interneships.

After the completion of an interneship in the Duke Hospital or in another acceptable hospital, a certain number may be appointed as assistant residents in medicine, surgery, obstetrics, gynecology, pediatrics, pathology, biochemistry, or in any one of the medical or surgical specialties, at a salary of \$250 to \$500 per year, with maintenance, and eventually may be promoted to the residency in the various departments or sub-departments of the hospital at an annual salary of \$500 to \$1,000, with maintenance. Applications should be made to the head of the department concerned.

#### LIBRARY

JUDITH FARRAR, A.B., B.S., Librarian of the Duke Hospital

"To study the phenomena of disease without books is to sail an uncharted sea, while to study books without patients is not to go to sea at all."—Sir William Osler.

In addition to the general library of Duke University, and the departmental libraries of biology, chemistry and physics, which have 200,000 volumes available for medical students, the Duke Hospital Library contains 20,000 volumes of American and foreign medical literature. The hospital library subscribes to 440 current American and foreign medical and other scientific journals. These books and journals are available daily from 8:30 a. m. to 10:00 p. m. for the students, nurses, staff and medical profession.

#### APPLICATION FOR ADMISSION

Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C. They must be filled in with typewriting, a 2 in, x 2½ in, recent photograph attached and the application returned to the Dean as soon as possible. Applications are evaluated in the order received. If the information obtained is satisfactory, a personal interview with the committee on admission or a regional representative is arranged for the applicant. Applicants will be required to take the aptitude tests of the Association of American Medical Colleges, except where specifically excused by the school. These tests will be given at most of the colleges and universities on February 13th, 1931, at three p. m. The applicant is then notified as soon as possible whether he has been accepted or declined; if accepted, the student must send a deposit of \$50 within two weeks to insure his enrollment. This money is applied toward the tuition. First year students are admitted only in October at the beginning of the autumn quarter, but applications are considered and a decision in regard to admission is made at any time during the preceding year. Women are received on the same terms as men.

#### REQUIREMENTS FOR ENTRANCE

"I recommend that great care and discrimination be exercised in admitting as students only whose whose previous record shows a character, determination and application evincing a wholesome and real ambition for life."—James B. Duke.

Intelligence and character are the essential qualifications for admission.

In addition, each candidate must complete the following minimal requirements for grade A medical schools, which consist of two years of college work (70 semester hours), including:

Biology: At least one year of college work (8 semester hours, one half of which must be laboratory work and must include

training in embryology).

Chemistry: At least two years of college work (10 semester hours of inorganic chemistry including short or preliminary courses in qualitative and quantitative analysis, and 6 semester hours of organic chemistry; one half of each course must be laboratory work). These represent the minimal requirements in chemistry. Additional courses in analytical and physical chemistry are desirable.

Physics: At least one year of college work (10 semester hours, one half of which must be laboratory work).

English: At least two years of college work (12 semester hours).

*Mathematics:* At least one year of college work (6 semester hours; a working knowledge of logarithms is essential and one of calculus desirable).

Languages: A reading knowledge of German and French is desirable.

(Selection will be based on the quality rather than the quantity of preparation.)

#### REQUIREMENTS FOR ADMISSION TO ADVANCED STANDING

In addition to the requirements for entrance, an applicant for admission to the third year class must present evidence that he will complete successfully the first and second year curriculum in a class A medical school consisting of: Gross, microscopic and neuro-anatomy, biochemistry, pharmacology, physiology, gross and microscopic pathology, bacteriology, clinical microscopy, normal and abnormal physical diagnosis. Students who transfer from other medical schools can be admitted into any quarter

for which their previous training has fitted them (see curriculum). For example, a student who has completed successfully the first and second year curriculum at another medical school is eligible to enter the summer quarter in June and to be graduated in December of the following year, or he can enter the autumn quarter in October and receive the M.D. degree in March or June two years later, depending on whether he attends the intervening summer quarter. Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C.; they are evaluated and a decision in regard to admission made as described for applications for admission. Students at other approved medical schools, may, if recommended, transfer to Duke for one or more quarters for regular or special studies. They should write to the Dean for information.

#### REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN THE SCHOOL OF MEDICINE

Duke University grants the degree of Bachelor of Science to students who have completed satisfactorily 70 semester hours of college work in Duke University or some other approved university or college, six quarters in the Duke University School of Medicine, creditable extra work in one or another department and have written a thesis. No credit toward this degree is given for additional college work. Students who wish to become eligible for this degree should, as soon as possible after admission, arrange a program of extra work with the head of any department they desire.

# REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE

Comprehensive group examinations in the preclinical subjects are given to the students after they have completed six quarters, and in the clinical, as well as preclinical, subjects at the end of the twelfth quarter. These examinations are held at least twice each year to accommodate students who qualify for them at different times. They demand a more comprehensive knowledge of medicine than can be obtained from the required courses in the schedule, and it is necessary for the student to demonstrate that he has utilized profitably his free time. No numerical grades are given; only the terms "passed" and "failed" are used. The degree of Doctor of Medicine is conferred upon those who, after fulfilling all the requirements for entrance, have completed satisfactorily twelve quarters of the curriculum of the

School of Medicine and have passed the preclinical and clinical group examinations. Students in any class are admitted on the understanding that only those will be advanced who, in the opinion of the executive committee, give promise of being a credit to themselves and the school. At the end of each quarter, the executive committee reviews the records of all students and those whose progress has been unsatisfactory may be advised to leave the school. Students who have been admitted to advanced standing and those who have studied at other medical schools for part of their course must present evidence that they have completed successfully work comparable to that of the curriculum during the quarters in which they were away.

All students are urged to spend three years in hospital or laboratory work after graduation and they must give assurance satisfactory to the executive committee that they will spend at

least two years.

#### DEPARTMENTS OF INSTRUCTION

#### Anatomy

The autumn quarter is devoted to the courses of instruction in gross human anatomy, histology and neurology required of all entering students. Further work in these subjects and advanced studies in various other branches of anatomy may be undertaken during the students' free time. Prospective candidates for elective work should discuss their wants with the member of the staff in charge of the particular field in which work is requested because only a small number can be accommodated in each group. A few properly qualified students may be permitted to undertake some original research under the direction of various members of the staff.

#### **Biochemistry**

The required course in general biochemistry for first year students in medicine and for properly qualified graduate students in other departments of the university is given during the winter quarter. Three lectures, and four laboratory periods of three hours each per week for eleven weeks present a general outline of the subject to be supplemented by systematic reading. At least once a week the students meet in small groups with instructors for conferences and discussion of the laboratory work.

Electives in pathological chemistry, blood analysis, the chemistry of nutrition, selected methods of biochemical research, and the organic chemistry of proteins and carbohydrates will be

offered to groups of qualified students in the autumn, spring and summer quarters. Details will be posted on the bulletin board. The facilities of the department of biochemistry, including various types of research equipment, and of the clinical material of the blood chemistry laboratory are available for independent or supervised investigations.

#### Physiology and Pharmacology

The required courses consist of (a) a lecture course in physiology in the winter quarter, (b) a lecture course in pharmacology in the spring quarter, and (c) a laboratory course covering both physiology and pharmacology in the spring quarter. The student is expected to acquire his knowledge of these subjects chiefly by his own reading for which the lectures will serve as introduction and guide, and the laboratory course as illustration. Informal conferences with small groups held during the laboratory hours are intended to aid the students in the solution of problems arising both in their reading and in the laboratory; and together with informal tests to serve as a check on their work.

Elective courses, both lecture and laboratory, held during the spring and summer quarters, will cover more thoroughly particular aspects of physiology and pharmacology. Some of these will be open to all students of any year; but it will be necessary to limit others to small numbers of selected students. Details will be posted on the bulletin board.

#### Pathology

The required course in general pathology for second year students is given in the autumn quarter, two hundred and eightyeight hours being allotted for this purpose. The class is divided into small groups, one instructor being assigned to each group. For the purpose of teaching the gross pathological alterations of tissue, the museum material, which consists of complete cases preserved as separate units, has been classified into well recognized groups, such as obstructions, diseases due to animal parasites, tumors, etc., each group of material being placed in a separate laboratory. The various student groups are rotated through these rooms. The microscopic aspects of pathological processes are studied by the students at the same time the gross pathological features of the disease are being worked over. Physiological, chemical, and bacteriological phases of the various disease processes are at the same time presented to the student by constant reference to the autopsy protocols and clinical studies of the cases which are under study in the groups. No formal course of lectures will be given. Special lectures on general subjects which have wide application may be given from time to time to the whole class. Attendance at autopsies is required of the students of the second year, the class being divided into small groups which are called in turn. The group members are required to follow the complete studies of the cases which they see and when such studies are completed they must present the case in conference before the entire class.

Elective courses in pathology will be available for a limited number of students who have completed the course in general pathology. These courses will be given in the winter quarter. Research facilities will be provided in the department for students who are trained sufficiently to undertake such studies.

#### Medicine

Bacteriology and serology are taught to first year students during the winter quarter. Elective courses are also available in these subjects. Details will be posted on the bulletin board.

Introductory medicine for second year students during the winter quarter consists of normal physical diagnosis, the study of clinical microscopy and a series of clinics designed to introduce the student to gross changes due to disturbances of circula-

tion, respiration and metabolism.

During the autumn, winter and spring quarters there are held for junior and senior students: on Mondays, Wednesdays and Saturdays, at 11:30 a. m., clinics in general medicine, in which the usually prevalent diseases are discussed; on Wednesdays at 5 p. m. clinical pathological conferences in cooperation with the department of pathology and on Thursdays at 11 a. m. X-ray conferences. The junior students are divided into three groups and each devote one quarter to combined clinical assistantships on the wards and in the out-patient clinic, and to the study of clinical microscopy and physical diagnosis. During the specialties quarter, the junior students spend Wednesday afternoons for five and one-half weeks in the syphilis clinic. The senior students are also divided into three groups, each of which spend one quarter of ward and out-patient work in the general and special medical clinics. Introductory medicine is a prerequisite for junior medicine and the latter is a prerequisite for senior medicine.

#### Surgery

General surgery. In the winter quarter the second year students attend a number of clinics arranged to familiarize them with the technique of examinations and the diagnostic procedures

used in general surgery and the surgical specialties. These are largely demonstrational, and emphasis is placed on the more practical and commonly used methods.

During the autumn, winter and spring quarters, at 11:30 a.m., on Tuesdays and Fridays and at 9 a. m. on Saturdays, clinics in surgery and the surgical specialties are held for junior and senior students. The junior and senior students are divided into three groups and each junior and senior group spend one quarter in attending ward rounds at 8:30 a.m., working on the wards in the mornings and in the out-patient clinic in the afternoons.

For two afternoons each week there is an *elective* course in operative surgery in the experimental laboratory. The number of students in this course is limited and priority is given to those in the surgical quarter. They are divided into operating teams and take turns serving as operator, first assistant and anesthetist. The purpose of this course is to teach the basic principles of aseptic surgery as well as anesthesia. Incidentally, the student performs a number of operations illustrating different types of surgery, the operative procedures being of gradually increasing difficulty.

Ophthalmological division. During the specialties quarter the junior students are assigned to the ophthalmological clinic on Monday and Thursday afternoons for five and one-half weeks and assist in the study and treatment of eve diseases. Especial emphasis is placed on the underlying medical and surgical conditions. Each student follows throughout his time in the clinic all cases assigned to him. For those who manifest an unusual interest in this specialty, provision will be made for more advanced work.

Orthopedic division. During their surgical and specialty quarters, the junior students attend ward rounds on Wednesdays at 8:30 a. m. The specialty group spends Wednesday afternoons in the out-patient clinic for five and one-half weeks and visits the orthopedic clinic at Goldsboro once a month. Students are given clinics and lectures on fractures. An elective course in orthopedic pathology is offered for one hour per week during the spring quarter.

Oto-laryngological division. An introductory course of instruction in the use of oto-laryngological instruments is given for second year students in the winter quarter. Junior students during their elective quarter spend Monday and Thursday afternoons in the oto-laryngological clinic for five and one-half weeks. An elective course on the anatomy, physiology and diseases of the ear, nose and throat is also given.

Urological division. Junior students in their specialty quarter on Tuesdays at 8:30 a.m. have ward rounds dealing with the affections of the male and female urinary tracts and of the male genital tract, and also spend Tuesday and Friday afternoons for five and one-half weeks in the urological clinic. An elective course will also be arranged for those especially interested in the more technical methods of urological diagnosis and in the practice and treatment of these patients.

Dentistry. In order to familiarize the students with the more common diseases of the teeth and gums, particularly in their relationship to general medical and surgical diseases, provision will be made for those who are interested to attend the dental clinic. The various lesions will be demonstrated, the bearing on systemic

disease discussed, and treatment carried out.

#### Obstetrics and Gynecology

Clinics and demonstrations for junior and senior students are held on Saturdays at 10:00 a. m. during the autumn, winter and spring quarters. During the quarter of the junior year assigned to the specialties, each group of students attends ward rounds at 8:30 a. m. on Fridays for eleven weeks and the out-patient clinic on Tuesdays and Fridays for five and one-half weeks. The students also spend part of each day on the wards.

Elective courses in the diagnosis and treatment of obstetrical and gynecological conditions will be offered. Details will be posted

on the bulletin board.

#### Pediatrics

Pediatric clinics and demonstrations for junior and senior students are held on Thursdays at 11:30 a. m. during the autumn and winter quarters. During the quarter of the junior year assigned to the specialties, the student group is divided into two sub-groups. Each of these attend pediatric ward rounds at 8:30 a. m. on Mondays for eleven weeks and the pediatric out-patient clinic at 1:30 p. m. on Mondays and Thursdays for five and one-half weeks. The students also spend part of each day on the pediatric ward.

*Elective* courses will be offered in infant feeding and in the diagnosis and treatment of disease in infants and children. Details will be posted on the bulletin board.

#### Preventive Medicine and Public Health

Clinics, lectures and demonstrations are held at 11:30 a.m. on Thursdays during the spring quarter. Field work and trips to public health units also will be arranged.

#### CURRICULUM OF THE SCHOOL OF MEDICINE

A year of a student's life can be saved so that it can be applied to postgraduate interne training by condensing the usual four medical school years of thirty-three weeks each into three vears of forty-four weeks each. Four terms of eleven weeks are given each year, commencing October first, with vacations of one week in December, March and June, and of one month in September, and the degree of M.D., is granted after the satisfactory completion of twelve terms. These may be taken consecutively (graduation in three calendar years), or, if a student prefers, three terms may be taken each year (graduation in four calendar years). Such a curriculum will affect in no way the courses at any other medical school. If students who have received their first two years of training at other medical schools wish to spend their clinical years at the Duke University School of Medicine, they are eligible in June or October for the seventh term, which corresponds to the beginning of the usual third year class

The advantages of this continuous curriculum to the medical student are obvious. He will be one year younger at graduation and will have an additional year for hospital or other training: he will be better prepared, for he will not have lost a fortnight or a month in October of each year getting back into the intellectual stride which had been his in the preceding June, and he will see the clinical material peculiar to the summer months. The total of eight weeks of vacation, which every student has under the four-quarter system should be sufficient for anyone. However, if any student prefers to study four calendar years of thirty-three weeks each he can do so under this flexible curriculum. A certain number of students, either through illness or through financial difficulties, probably will be absent one or more quarters, but under this curriculum they can take up their work at the beginning of the next quarter and not lose a whole year as is usually necessary. This irregularity is in itself an advantage, for it will reduce the usual rigid lock-step succession of studies.

Approximately one half of the time in this curriculum is free for elective work or anything else which the student wishes to do. No credits are given for specific courses during this free time. The opportunity is merely provided for each student, on his own initiative, to obtain the additional training which he may feel to be necessary or desirable. In the first year the greatest amount of free time is concentrated in the latter part of the year in order to give the student a more varied curriculum early in his course and thus enable him to choose elective courses from a wider range of subjects. The summer quarters of the first and third years have been left entirely free in the hope that many of the students will migrate to other medical schools in this country or abroad for elective work, a practice which should be encouraged. The establishment of the four-quarter system at Chicago, Northwestern, Minnesota and other universities will aid greatly this exchange of students. For students who do not attend the summer quarters, the spring quarters of the second and fourth years are free for the same purpose. The students who do not transfer temporarily to other medical schools may utilize their free time in elective courses in preclinical and clinical departments, may pursue independent work in any subject or may do research work. The elective courses have been organized for small groups and will be repeated if necessary in one or more quarters.

#### Curriculum of Four Quarters of Eleven Weeks (429 Hours) Each

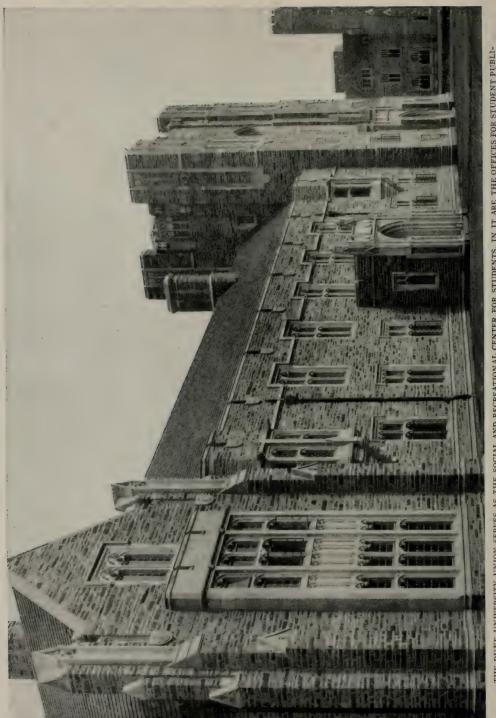
(The details of courses will be posted on the bulletin board)

First Year		Hours	
Autumn quarter (1st), Oct. 2-Dec. 20, 1930; Oct. 2-Dec. 19, 1931; Oct. 5-Dec. 22, 1932; Oct. 4-Dec. 21, 1933. Anatomy (including histology and neuro- anatomy)		0	
Total			429
Winter quarter (2d), Jan. 5-Mar. 21, 1931; Jan. 4-Mar. 20, 1932; Jan. 3-Mar. 19, 1933.			
Physiology Biochemistry Bacteriology Free time	176 88	132	
Total			429



DUKE UNIVERSITY SCHOOL OF MEDICINE AND DUKE HOSPITAL.

THE HOSPITAL AND SCHOOL OF MEDICINE OCCUPY THE SAME BUILDING (CENTER), THE HOSPITAL BEING IN THE BACKGROUND AND THE SCHOOL OF MEDICINE IN THE FOREGROUND WHERE IT FORMS THE EAST END OF THE MAIN UNIVERSITY QUADRANGLE, THE BIOLOGY BUILDING IS SHOWN ON THE RIGHT.



THE DUKE UNIVERSITY UNION SERVES AS THE SOCIAL AND RECREATIONAL CENTER FOR STUDENTS. IN IT ARE THE OFFICES FOR STUDENT PUBLI-CATIONS AND OTHER ACTIVITIES, THE STUDENTS' DINING HALLS, COFFEE SHOP, LOUNGING ROOMS, POSTOFFICE, UNIVERSITY STORE, LAUNDRY, BARBERSHOP AND DORMITORY ROOMS FOR MEDICAL STUDENTS.

		Hours	
Spring quarter (3d), Mar. 30-June 13, 1931; Mar. 29-June 12, 1932; Mar. 28-June 11, 1933.			
Physiology and PharmacologyFree time	231	198	
Total			429
Summer quarter (4th), June 22-Sept. 5, 1931; June 21-Sept. 4, 1932; June 20-Sept. 3, 1933.			
Free time		429	
Total			429
SECOND YEAR			
Autumn quarter (5th), Oct. 2-Dec. 19, 1931; Oct. 5-Dec. 22, 1932; Oct. 4-Dec. 21, 1933.			
Pathology Free time		141	
Total			429
Winter quarter (6th), Jan. 4-Mar. 20, 1932; Jan. 3-Mar. 19, 1933. Clinical microscopy	96		
Physical diagnosis	160 39	134	
Total			429
Spring quarter (7th)*, Mar. 29-June 12, 1932; Mar. 28-June 11, 1933.			
Medicine (junior) Free time	308	121	
Total			429
Summer quarter (8th)*, June 21-Sept. 4, 1932; June 20-Sept. 3, 1933.			
Surgery (junior)		121	
Total			429
THIRD YEAR			
Autumn quarter (9th)*, Oct. 5-Dec. 22, 1932; Oct. 4-Dec. 21, 1933.			
Specialties (junior)	308	121	
Total			429

W	Hours	
Winter quarter (10th)*, Jan. 3-Mar. 19, 1933.  Medicine (senior)	143	
Total		429
Spring quarter         (11th)*, Mar. 28-June 11, 1933.           Surgery (senior)         220           Free time         220	209	
Total		429
Summer Quarter (12)*, June 20-Sept. 3, 1933. Final clinical examination	390	
Total		429
Summary:		
Total number of hours of required instruction3009  Total number of hours of free time  Total number of hours in curriculum	(58%) 2139	(42%) 5148 (100%)

# Changes from the Four-Quarter Schedule Necessary for Students Who Do Not Attend the Summer Quarters.

#### FIRST YEAR:

Autumn quarter (1st)—No change from schedule. Winter quarter (2nd)—No change from schedule. Spring quarter (3d)—No change from schedule.

#### SECOND YEAR:

Autumn quarter (4th)—Same as fifth quarter in schedule.

Winter quarter (5th)—Same as sixth quarter in schedule except that
the preclinical examinations are postponed
to the end of the spring quarter and the
amount of free time increased correspondingly to 173 hours.

Spring quarter (6th)—Same as fourth quarter except that the preclinical examinations are held and the amount of free time correspondingly decreased to 390 hours.

#### JUNIOR YEAR:

Autumn quarter (7th)—Same as seventh quarter in schedule.\* Winter quarter (8th)—Same as eighth quarter in schedule.\* Spring quarter (9th)—Same as ninth quarter in schedule.\*

<sup>\*</sup>The clinical instruction is repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth and ninth quarters; and also the order of the tenth, eleventh and twelfth quarters. The above schedule illustrates merely the program for one group.

#### SENIOR VEAR:

Autumn quarter (10th)—Same as tenth quarter in schedule.\*
Winter quarter (11th)—Same as eleventh quarter in schedule.\*
Spring quarter (12th)—Same as twelfth quarter in schedule.\*

#### SCHEDULE OF INSTRUCTION

(The details of courses will be posted on the bulletin board)

In the clinical years the required instruction in medicine, surgery, obstetrics, gynecology, pediatrics and other specialties is offered in each of the four quarters. Students may elect the quarters in which they study these subjects, but not more than fifteen students will be enrolled in surgery or medicine in any one quarter; the names will be accepted in order of application. The above schedule illustrates merely the program for one group. For elective courses, students are referred to the bulletin board.

During the quarter devoted to the specialties, the student group is divided into two sub-groups, each of which in rotation spend approximately five and one-half weeks in the following specialties: allergy, syphilis, obstetrics, gynecology, pediatrics, urology, orthopedics, ophthalmology, oto-laryngology and dentistry.

During the autumn, winter and spring quarters, the following systematic lectures, clinics or demonstrations, are given daily at 11:30 a. m., to 12:30 p. m. Medicine and medical specialties, Mondays, Wednesdays and Saturdays (3 quarters); surgery and surgical specialties, Tuesdays and Fridays (3 quarters); pediatrics, Thursdays (2 quarters); preventive medicine and public health, Thursdays (1 quarter). Every Saturday clinics and demonstrations are held in surgery (at 9 a. m.), obstetrics and gynecology (at 10 a. m.) and medicine (at 11:30 a. m.). On Wednesdays at 5 p. m., clinical-pathological conferences are given. Staff ward rounds in medicine are held on Thursdays at 9:30 a. m.

Visiting physicians are welcomed at all these and other clinics, lectures, demonstrations and operations.

#### ANGIER B. DUKE MEMORIAL AND OTHER LOAN FUNDS

The Angier B. Duke Memorial, Incorporated, administers through an advisory committee of the officers of the university a loan fund for students. In addition, the university administers other endowed loan funds for the benefit of students who are

<sup>\*</sup>The clinical instruction is repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth and ninth quarters; and also the order of the tenth, eleventh and twelfth quarters. The above schedule illustrates merely the program for one group.

not able financially to meet their expenses. Medical students, after their third quarter, are eligible for loans from these sources. No scholarships are awarded in the School of Medicine. The loan funds are administered in accordance with the following regulations:

- 1. No loan shall be made to a student who violates any of the regulations of the university or whose classwork is not satisfactory to the executive committee.
- 2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged not later than one week after the beginning of a quarter.
- 3. Every applicant for a loan must present with the application such security as the president of the university may approve, and no money shall be advanced before a note with approved security is in the hands of the treasurer of the university.
- 4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition and room-rent.
- 5. Interest at the rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.

#### INFORMATION AND REGULATIONS CONCERNING FEES AND EXPENSES

All fees for each quarter are due and payable at the beginning of each quarter; no student will be admitted to classes until his or her fees have been paid at the university treasurer's office.

#### Fees and Expenses

Tuition, per quarter\$1	50		
Room rent, per quarter*	50		
Board, per quarter*	75		
Laundry, per quarter	10	to	\$ 20
Books, per quarter	25	to	50
Microscope; at matriculation each student must purchase			
a modern microscope, preferably through the university 1	00	to	150
Athletic fee (optional), admitting students to all athletic			
contest held on the university grounds, per year	10		
Estimated total expenses, exclusive of clothes, microscope, damage and athletic fees, per quarter (students may			
	10	to	\$345

<sup>\*</sup>Some of the medical students may obtain rooms in the Duke Hospital; the others in the university dormitories. Meals may be had at the Union on the campus. All rooms are provided with furniture, heat, water, electric light and care of rooms; each student furnishes his own blankets, sheets, pillow-slips, towels and pillows.

\*\* Medical students, after their third quarter, are eligible for loans from the

Angier B. Duke Memorial and other loan funds.

#### FIRST YEAR STUDENTS

	Dille STODENIE	
Name and Preparation	Home Address	University Address
Name and Preparation  Lenox Dial Baker University of Tennessee; University of North Carolina.	Texarkana, Texas	Duke Gymnasium
Theodore Nelson Barnum	Lansing, Mich	Jurham, N. C.
BERGET HENRI BLOCKSOM, JR		House O
University of North Carolina,		
JACOB HAL BRIDGES	Lattimore, N. C	Duke Hospital
ERNEST BRUCE BROOKS		
Duke University.  JOHN C. BURWELL, Jr.  Duke University;  Harvard University.	Warrenton, N. C	Duke Hospital
James Henderson Cherry	Asheville, N. C	Duke Univ., House Q.
Benjamin George Dinin New York University; University of Alabama.	Brooklyn, N. Y	Duke Univ., House Q.
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#### SPECIAL STUDENTS

Julian Busby, Medicine, July 1 to September 30, 1930.

Keitt H. Smith, Obstetrics and Gynecology, July 1 to August 31, 1930.

Needham E. Ward, Jr., Obstetrics and Gynecology, July 1 to Sept. 30, 1930.

Edith C. Robinson, Pathology, July 1 to September 30, 1930.

George Busby, Surgery, August 1 to September 30, 1930.

J. S. Fowler, Surgery, July 23 to September 30, 1930.

F. M. Reese, Surgery, July 1 to August 31, 1930.

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Michigan	Texas 2
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Georgetown University	Dhada Jaland State Callege
George Washington University 1	Rhode Island State College 1
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Illinois, University of 1	Utah, University of 1
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Iowa, University of 1	Virginia, University of 3
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IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE AND OCTOBER ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POSTOFFICE AT DURHAM, N. C. UNDER ACT OF AUGUST 24, 1912



# BULLETIN OF DUKE UNIVERSITY

## SCHOOL OF NURSING



1931

DURHAM, NORTH CAROLINA 1931



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# SCHOOL OF NURSING AND HOSPITAL CALENDAR 1931

1031

January 2 (Friday)—Matriculation, registration and payment of tuition in School of Nursing.

January 5 (Monday)—Winter quarter—Instruction begins.

February 22 (Sunday)-Washington's Birthday (holiday).

March 21 (Saturday)—Winter quarter ends and spring vacation begins.

March 30 (Monday)—Spring quarter begins.

June 13 (Saturday)—Spring quarter ends.

June 15 (Monday)—Summer quarter begins.

July 4 (Saturday)—Independence Day (holiday).

August 1 (Saturday)—Vacations begin.

October 1 (Thursday)—Autumn quarter begins. Matriculation, registration and payment of tuition in School of Nursing.

October 5 (Monday)-Autumn quarter begins.

November 26 (Thursday)—Thanksgiving (holiday).

December 19 (Saturday)—Autumn quarter ends and Christmas vacation begins.

#### OFFICERS OF ADMINISTRATION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.,

President of the University

ROBERT LEE FLOWERS, A.M., LL.D., Vice-President, Secretary and Treasurer

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D., Vice-President

FRANK CLYDE BROWN, A.B., A.M., Ph.D.,

Comptroller

CHARLES BLACKWELL MARKHAM, A.B., A.M.,

Assistant Treasurer

ARTHUR CARL LEE, B.S., C.E., Chief Engineer

BESSIE BAKER, R.N., B.S., Dean of the School of Nursing

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., M.D.,

Dean of the School of Medicine

MARCELLUS E. WINSTON
Superintendent of the Duke Hospital

#### FACULTY OF THE SCHOOL OF NURSING

BESSIE BAKER, R.N., B.S.,

Dean of the School of Nursing and Professor of Nursing Education

Diploma, Johns Hopkins Hospital School of Nursing, 1902; Assistant Director of Nursing, Women's Hospital, 1910-1912; Assistant Director of Nursing, Johns Hopkins Hospital, 1912-1917; Chief Nurse, Base Hospital No. 18, A. E. F., 1917-1919; B.S. and Diploma in Administration in Schools of Nursing Teachers College, Columbia University, 1922; Director of Nursing at Charles T. Miller Hospital, St. Paul, and Assistant Professor of Nursing, University of Minnesota, 1922-1930; Dean of the School of Nursing and Professor of Nursing Education, 1930—.

#### ANN HENSHAW GARDINER, R.N., B.S., M.S.,

Assistant Professor of Nursing Education

Diploma and Teaching Certificate, Shepherd College State Normal, Shepherdstown, W. Va., 1909; taught public schools, 1909-1911; Diploma Massachusetts General Hospital School of Nursing, 1914; Theoretical and Practical Instructor, St. Luke's Hospital, New Bedford, Mass., 1914-1917; U. S. Base Hospital, No. 6, A. E. F., 1917-1919; Superintendent of Nurses, Bridgeport Hospital, Bridgeport, Conn., 1920-1921; B.S. and Teacher's Diploma, Teachers College, Columbia University, 1923; Educational Director, Baylor University School of Nursing, Dallas, Texas, 1922-1924; Premedical course, University of Washington, Seattle, Wash., 1925; Director of Education, Stanford University School of Nursing, 1925-1926; M.S., Kansas State Agricultural College, 1927; Director of Education, Flushing Hospital, Flushing, N. Y., 1927-1930; Assistant Professor of Nursing Education, 1930—.

#### ELSIE WILSON MARTIN, A.B., M.S.,

Professor of Dietetics

A.B., Whitman College, 1913; Teachers College, Columbia University, 1914-1915; Professor of Home Economics, College of Puget Sound, Tacoma, Washington, 1915-1917; Dietitian, University of Iowa Hospital, Iowa City, Iowa, 1919-1920; Dietitian, Charles T. Miller Hospital, St. Paul, Minn., 1920-1926; M.S., Teachers College, Columbia University, 1926-1927; Administrative Dietitian, Lakeside Hospital, Cleveland, Ohio, 1927-1930; Professor of Dietetics, 1930—.

#### HEDGE LUNDHOLM, Ph.D.,

Associate Professor of Psychology

Ph.D., University of Stockholm, Sweden, 1919; Scholarship of the American-Scandinavian Foundation, 1919-1920; Assistant in Psychology at Harvard University at different intervals; Psychologist, McLean Hospital, Waverley, Mass., 1921-1930; On leave doing research work for the Government of Sweden, in Industrial Psychology, 1923-1925; Associate Professor of Psychology, 1930—.

#### HAYWOOD M. TAYLOR, B.S., M.S., Ph.D.,

Assistant Professor of Biochemistry

B.S., M.S. and Ph.D. in Chemistry, University of North Carolina, 1920, 1921 and 1924; Instructor in Chemistry and Pharmaceutical Chemistry, University of North Carolina, 1920-1925; Research Chemist, E. R. Squibb & Sons and Fisk Rubber Co., 1925-1928; Instructor in Ophthalmology, Johns Hopkins University, and Chemist to Wilmer Institute, 1928-1930; Assistant Professor of Bjochemistry, 1930—.

#### ROGER D. BAKER, B.A., M.D.,

Instructor in Anatomy

A.B., University of Wisconsin, 1924; M.D., Harvard College, 1928; Assistant in Pathology, Johns Hopkins Hospital, 1925-1929; Assistant resident Pathologist, Johns Hopkins Hospital, 1929-1930; Instructor in Anatomy, 1930—.

#### WILLIAM HENRY HOLLINSHEAD, B.A., M.S.,

Instructor in Anatomy

B.A. and M.S., Vanderbilt University, 1926 and 1927; Fellow in Biology, Vanderbilt University, 1926-1927; Instructor in Biology, Vanderbilt University, 1927-1930; Instructor in Anatomy, 1930—.

#### ELEANOR USSHER BAKER, A.B.,

Instructor in English

A.B., Mt. Holyoke College, Holyoke, Mass., 1927; taught at Baldwin, N. Y., 1927-1928; taught English and Dramatics, Baltimore, Md., 1929-1930.

#### DONALD METCALF PACE, B.S., M.A.,

Instructor in Biology

B.S., Susquehanna University, Selinsgrove, Pa., 1928; M.A., Duke University, 1929; Instructor in Biology, Duke University, 1928—.

# INSTRUCTORS IN NURSING ADMINISTRATION AND SUPERVISION

E. LOUISE GRANT, R.N.,

University of Minnesota, 1923-1924; Diploma of Graduate in Nursing, University of Minnesota, 1927; Summer Session in Teaching, Supervision and Administration, University of Minnesota, 1930; Superintendent of Nurses, Kenmare Deaconness Hospital, Kenmore, North Dakota, 1927-1930.

#### RUTH BEAN, R. N.,

Diploma, Hale Hospital School of Nursing, Haverhill, Mass., 1913; Operating Assistant, 1914-1918 and 1919-1928; Red Cross, A. E. F., France, 1918-1919; Operating Supervisor, Bryn Mawr Hospital, Bryn Mawr, Pa., 1928-1930; Summer Session Nursing Education, Simmons College, 1930.

#### AUGUSTA LAXTON, R.N., B.S.,

Supervisor of Night Nursing Service

B.S., Florida State College for Women, 1921; Diploma, Johns Hopkins Hospital School of Nursing, 1926; District Nurse, Charlotte, Coöperative Nursing Association, Charlotte, N. C., 1928-1930.

#### HULDA GERTRUDE NELSON, R.N.,

Instructor of Operating Room Technique, Supervisor of the Operating Rooms

Diploma, Johns Hopkins Hospital School of Nursing, 1925; Supervisor Operating Room, Princeton Hospital, Princeton, N. J., 1928-1930.

#### MARION FRANCES BATCHELDER, R. N.,

Assistant Operating Room Supervisor

Diploma, Peter Bent Brigham Hospital School of Nursing, 1920; Head Nurse and Supervisor of Operating Room, Peter Bent Brigham Hospital, 1921-1923 and 1923-1927; Head Nurse, Operating Room, Johns Hopkins Hospital, 1927-1930.

#### EMILY JANNEY, R. N.,

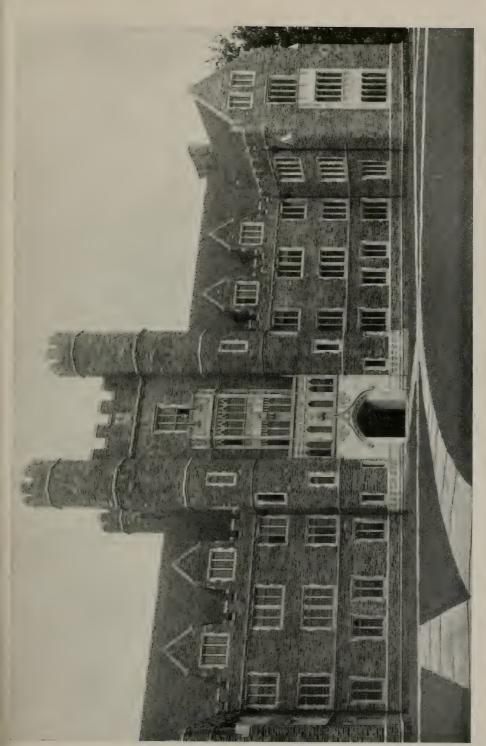
Assistant Operating Room Supervisor

Diploma, Union Memorial Hospital School of Nursing, Baltimore, Md., 1929; Assistant in Operating Room, Union Memorial Hospital, 1929-1930.

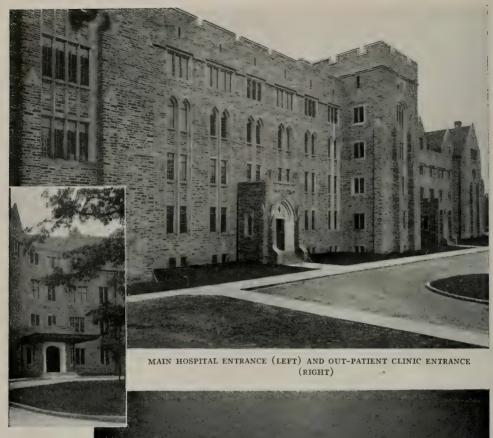
#### NANCY LINDSAY LAWLOR, R.N.,

Supervisor of Out-Patient Instruction and Nursing Service

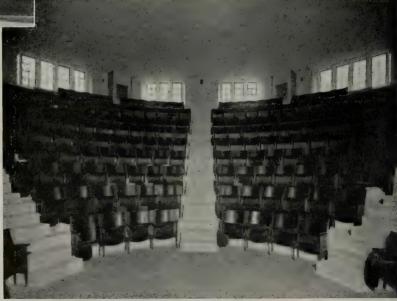
Guilford College, 1905-1906; Diploma, Johns Hopkins Hospital School of Nursing, 1910; Staff Nurse, State Board of Health, Jacksonville, Fla., 1926-1927; Director, City Health Department, W. Palm Beach, 1927-1930.



THIS FACADE OF THE SCHOOL OF MEDICINE OVERLOOKS THE LENGTH OF THE MAIN UNIVERSITY QUADRANGLE.



AMBULANCE ENTRANCE TO THE DUKE HOSPITAL.

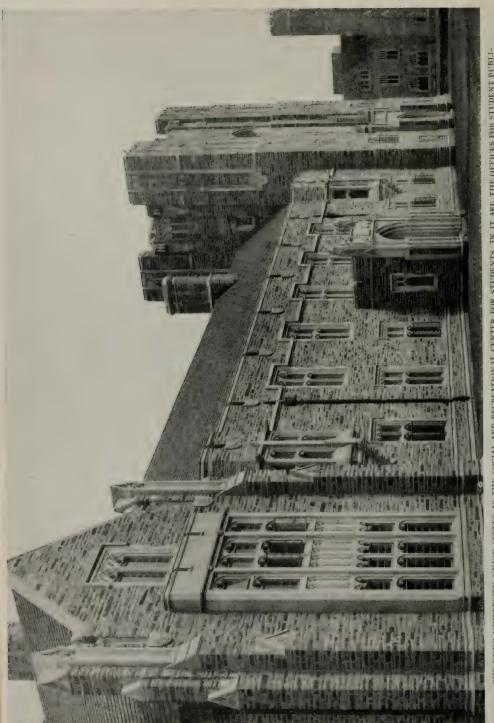


SCHOOL OF MEDICINE AND HOSPITAL AMPHITHEATRE.



DUKE UNIVERSITY SCHOOL OF MEDICINE AND DUKE HOSPITAL.

THE HOSPITAL AND SCHOOL OF MEDICINE OCCUPY THE SAME BUILDING (CENTER), THE HOSPITAL BEING IN THE BACKGROUND AND THE SCHOOL OF MEDICINE IN THE FOREGROUND WHERE IT FORMS THE EAST END OF THE MAIN UNIVERSITY QUADRANGLE, THE BIOLOGY BUILDING IS SHOWN ON THE RIGHT.



THE DUKE UNIVERSITY UNION SERVES AS THE SOCIAL AND RECREATIONAL CENTER FOR STUDENTS, IN IT ARE THE OFFICES FOR STUDENT PUBLI-CATIONS AND OTHER ACTIVITIES, THE STUDENTS' DINING HALLS, COFFEE SHOP, LOUNGING ROOMS, POSTOFFICE, UNIVERSITY STORE, LAUNDRY, BARBERSHOP AND DORMITORY ROOMS FOR MEDICAL STUDENTS.

#### SCHOOL OF NURSING

The School of Nursing of Duke University was established in 1925 in connection with the School of Medicine of the University and the Duke Hospital through the munificent gift of the late James B. Duke.

The executive committee of the School of Nursing is composed of the Dean of the School of Medicine, the Dean of the School of Nursing, Superintendent of the Duke Hospital and two members of the nursing faculty.

The plan of the School is to prepare young women to meet community needs. These needs are interpreted to mean nurses prepared for the administration and teaching in hospitals and public health work, for nursing care of the sick and teaching of health in the homes and hospitals of the community. The School provides the same housing, recreational and educational advantages upon the campus as those of the Co-ordinate College for Women

#### Facilities for Instruction

The facilities for instruction include the undergraduate colleges of the University, the School of Medicine and the Duke Hospital. Students of the School of Nursing are admitted on the same basis as other students of the University.

#### Libraries

The reference library of books and periodicals of special interest to students majoring in nursing is located in the Hospital Library. The student may use the general libraries found on both campuses.

#### Health Regulations

The School has general supervision of the student's health. All students are required to pass a physical examination upon admission to the School of Nursing and at periods thereafter. The usual tests and vaccinations are required.

#### Vacations

Vacation months may not be limited to the summer, but may be assigned at any time during the year. This may be necessary to insure the most effective correlation of theory and practice. The time allowed for vacation each year is one month.

#### Admission Requirements

An application form may be obtained by writing to the Dean, Duke University School of Nursing, Durham, N. C. It should be submitted as early as possible in the year in which the applicant desires admission to the school. The applicant will be notified whether she has been accepted or declined; if accepted, the student must send a deposit of \$25, within two weeks to insure her enrollment. This money will be applied toward the tuition. Classes are admitted on October 1 and January 1.

The entrance requirements are intelligence, character and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse consists of three years of eleven months each.

The degree of Bachelor of Science is also offered to those who have completed successfully two years of college work (60 semester hours) in Duke University or another acceptable college or university in addition to the three year course leading to the Diploma of Graduate Nurse in the Duke University School of Nursing. The sixty semester hours may be completed either before or after the three year course in the School of Nursing. Those who contemplate studying for this degree should write to the Dean of the School of Nursing for advice in regard to the required course of study.

**Expenses** 

The balance of the tuition fee of one hundred dollars yearly is payable upon the day of admission and at the beginning of each succeeding year of the three year course. There will be no expense for room, board and laundry during the pre-clinical or clinical periods. Text books and uniforms are furnished.

In the five year course, leading to the Diploma in Nursing and the B.S. degree, the expense of the two years of college work is borne by the student. The above regulations regarding tuition, board, uniforms and text books apply only when the student is in residence in the School of Nursing.

#### Withdrawal

Students in any class are admitted on the understanding that only those will be advanced who, in the opinion of the executive committee, give promise of being a credit to themselves and the school. At the end of each quarter, the executive committee will review the records of all students and those whose progress has been unsatisfactory may be advised to leave the school.

#### Physical Education

Exercise for two periods a week during the first two quarters is required of all students taking the three year course. Students in the five year course meet the full requirements of the women's college during their freshman and sophomore years. The regulation suits may be purchased through the Physical Education Department at the approximatae cost of seven dollars or less

#### Activities Offered

Autumn Term—(October to December), Hockey, swimming, tennis, riding, moderate sports, hiking.

Winter Term—(January to March), Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming and basketball.

Spring Term—(March to June), Tennis, swimming, riding, baseball, track field events and archery.

#### The Curriculum

The professional curriculum covers a period of three years, of which three months are assigned for vacation. The courses are divided into the pre-clinical and clinical periods, the former being that time which is devoted almost entirely to the study of the fundamental sciences and to the understanding of the more elementary nursing procedures and skill in their practice. The time is spent chiefly in the classrooms and laboratories of the Duke University Schools of Medicine and Nursing. Clinical experience is given the students after they have acquired skill through supervised practice in the classroom.

#### THE THREE YEAR COURSE

#### FIRST YEAR

First Quarter	Fifth Quarter
Jan 5-Mar. 21, 1931	Subject Hrs.
Subject Hrs.	Gynecology 22
	Operating Technique
Anatomy & Physiology110	Communicable Diseases
Chemistry	
Psychology	66
Hist. Nursing	Sixth Quarter
Elem. Phar. & Metrology 33	Pediatrics
Personal Hygiene	Endocrinology
English	Orthopedics 11
207	
297	Secretary Occasion
Second Quarter	Seventh Quarter
Mar. 30-June 13	Vacations
Elem. Nursing105	Eighth Quarter
Bacteriology 44	Mental Hygiene 22
Materia Medica	Eye
Nutrition & Cookery 34	Nose & Throat
Hosp. Economy 22	Ear 11
Ethics	
Case Study 22	66
English	Ninth Quarter
_	Obstetrics
304	Tuberculosis
Third Quarter	
June 15-October 1	55
A.J., N.,	Tenth Quarter
Adv. Nursing	Psychiatry
	Skin
Vacations	_
45	55
Fourth Quarter	Eleventh Quarter
	Vacations
Oct. 2-Dec. 19	
Pathology 22	Twelfth Quarter
Medicine 33	Professional Problems 22
Surgery 33	Special Therapeutics
	Preventive Medicine and Public
88	Health 11
	Social Service

### THE FIVE YEAR COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE AND GRADUATE IN NURSING

#### Major Advisers

### BESSIE BAKER, Dean ANN HENSHAW GARDINER

The aim is to give the student, in her first two years, an introduction to the general cultural subjects which are considered fundamental, to give her a good foundation in the sciences, and to have her share in the social and cultural opportunities of college life. Conferences and excursions are planned to give a better understanding of the field the student has chosen.

During the third and fourth years, the student is assigned to supervised graded services for her clinical experience. The course of study during this period is correlated with her practical experience.

In the fifth year, during approximately the last three quarters, the student may elect her major in one of the following subjects:

- I. Teaching in Schools of Nursing.
- II. Ward Supervision and Teaching in Schools of Nursing.

III. Public Health Nursing.

The diploma of Nursing and the degree of Bachelor of Science are conferred upon the completion of this course.

#### THE FIVE YEAR COURSE

#### FIRST YEAR

	111001	1 201111			
	3 3	Language	3 3		
Education 9		Zoology, 2	7		
Education, o	3	Mathematics, 1			
	17		17		
	Physical I				
	Nursing I				
SECOND YEAR					
First Semester	S.H.	Second Semester	S.H.		
English, 3/5	3	English, 4/6	3		
		Language			
		Psychology, 102			
History 223	3	History, 223			
Economics 1	3	Economics, 1	3		
Deonomics, 1		Leonomics, 1			
	15		15		
	Physical 1				
	Murcino 1	Education			

Language Requirement—12 semester hours of which not more than six may be the beginning of the language.

#### FIFTH YEAR

Courses I. II. III represent the electives offered within the five-year course. Electives are to be chosen in conference with an adviser

1. Teaching in Schools of Nursing:

Principles of Teaching. Sociology. History of Education.

Community Health Problems.

Curriculum and Teaching in Schools of Nursing.

Teaching of Nursing Principles and Methods.\*

Ward Supervision and Ward Teaching. Observation and Practice Teaching,

Ward Administration.\*

Contemporary Problems.

II. Ward Supervision and Teaching in Schools of Nursing.

Principles of Teaching.

Contemporary Problems.

Community Health Problems.

The Curriculum and Teaching in Schools of Nursing.

Ward Supervision and Ward Teaching.

Observation and Field Work in Ward Supervision.

Sociology.

Ward Administration.

III. Public Health Nursing.

Principles of Public Health Nursing.

Hygiene and Preventive Medicine. Materials and Methods of Health Education.

Sociology.

Economics.

Mental Hygiene.

Supervised Case Work.

Child Psychology.

Social Pathology.

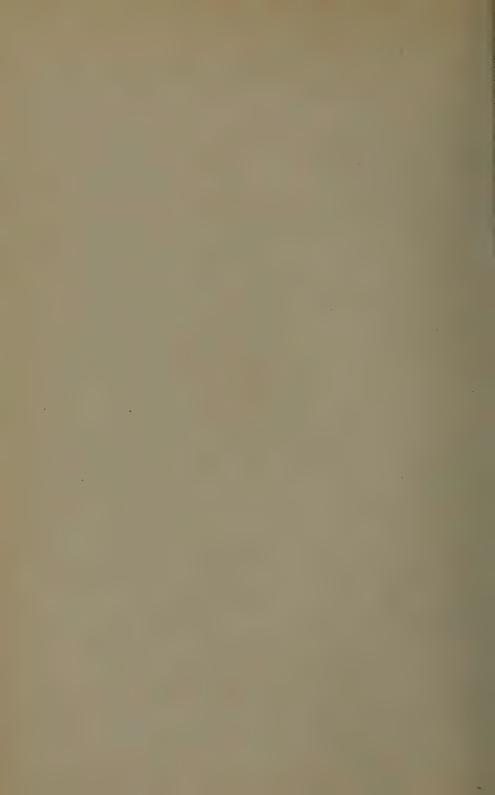
<sup>\*</sup> Students who prefer not to teach Practical Nursing may be exempt from Nursing Education and will be required to take courses in the subjects which they elect to teach.

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# BULLETIN of

# DUKE UNIVERSITY



(ILLUSTRATED)

### DURHAM NORTH CAROLINA



### BULLETIN OF

## **DUKE UNIVERSITY**

COMPRISING

TRINITY COLLEGE FOR MEN
THE COLLEGE FOR WOMEN
THE GRADUATE AND PROFESSIONAL SCHOOLS



(ILLUSTRATED)

Durham, North Carolina

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE, AND OCTOBER
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.
UNDER ACT OF AUGUST 24, 1912



UNIVERSITY CHAPEL

THIS MAGNIFICENT STRUCTURE NOW IN COURSE OF ERECTION, WITH ITS TOWER 210 FEET HIGH, WILL BE SYMBOLIC OF THE SPIRITUAL IDEALS OF DUKE UNIVERSITY

(From Architect's Drawing)

### A Word of Introduction



HIS BULLETIN pertaining to Duke University and particularly covering certain phases of student life and activities is designed as a supplement to other publications issued by the University, including the catalogues. The purpose is

to present, through text and pictorial matter, some phases of the subject which are of interest and yet which are overlooked sometimes in the perusal of a catalogue.

The matter in the bulletin relates more particularly to the colleges of liberal arts rather than to the professional schools. It is felt that its contents will be especially interesting to prospective new students who have not yet had experience in college life.



THE BIOLOGY BUILDING IS A BEAUTIFUL AND WELL-EQUIPPED STRUCTURE



MODERN SCIENTIFIC EQUIPMENT IS INSTALLED IN THE LARGE CHEMISTRY BUILDING



CRAVEN HOUSE

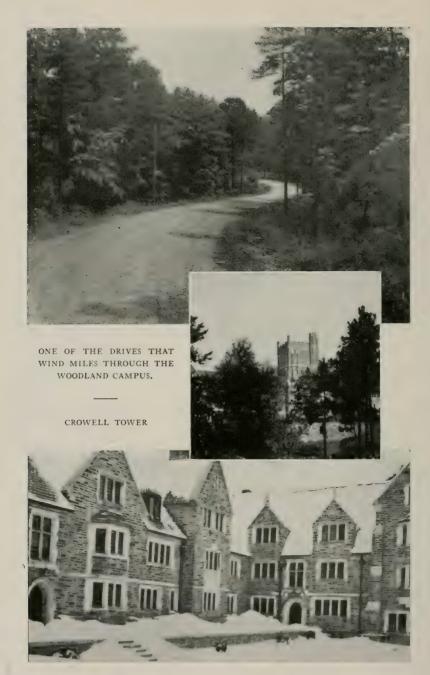
(ONE OF THREE DORMITORY GROUPS ON WEST CAMPUS)

WORKING AND RESIDENTIAL QUARTERS ARE WELL FITTED

### AN IDEAL FOR DUKE

(FROM THE INDENTURE OF TRUST
EXECUTED BY JAMES B. DUKE ON DECEMBER 11, 1924,
MAKING POSSIBLE DUKE UNIVERSITY.)

HAVE selected Duke University as one of the principal objects of the trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees and faculty, men of such outstanding character, ability and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life.



ONE OF THE DORMITORY COURTS IN WINTER

IN WINTER AND IN SUMMER THE DUKE CAMPUS IS BEAUTIFUL

### DUKE UNIVERSITY

Ina, comprises Trinity College for Men, the Woman's College, the Graduate School of Arts and Sciences, the Schools of Religion, Law and Medicine and the Departments of Education and Engineering. Forty states of the Union and several nations are represented in the student body of more than 2,300, not including the enrollment in the Summer Schools.

Goes Back to 1835 Duke University goes back in its origin to 1835 when Union Institute was founded in Randolph County by the Methodists and Friends. Later the institution became Normal College in 1851, this being one of the first institutions in America for the training of teachers; in 1859 the name was changed to Trinity College, and so continued at the original site in Randolph County, now known as "Old Trinity," until 1892, when Trinity College was moved to Durham. The expanded institution continued its work at Durham as Trinity College until 1924, when it became Duke University.

James B. Duke's Gift The Change in name resulted from a provision in the Indenture of Trust, executed December 11, 1924, by James Buchanan Duke, by virtue of which a fortune was placed by him at the disposal of humanity through provisions for hospitalization, church work in the rural districts and education, the principal feature of the latter being the provision for Duke University. With the



EAST FACADE OF THE UNION



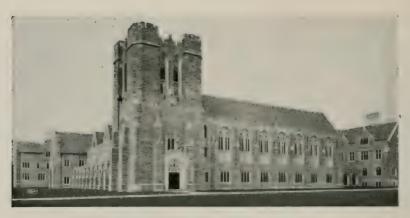
THE COMFORTABLE UNION LOBBY

THE UNION IS A POPULAR RECREATIONAL CENTER AT DUKE

money made available through the Indenture of Trust, subsequent donations the following year and later a bequest in the will of Mr. Duke, ample provision was made for the notable expansion of the institution through the purchase of additional land, the erection of commodious buildings, the purchase of equipment and the acquisition of other things that go into the making of a real university. Previous to the Indenture of Trust, Mr. Duke, himself, his father, Mr. Washington Duke, and his brother, Mr. Benjamin N. Duke, had made notable contributions to Trinity College. For many years members of the Duke family had been the chief benefactors of the institution.

Notable Expansion in Six Years Coincident with the change in name from Trinity College to Duke University, a notable expansion of facilities and opportunities along many lines began. During these past six years a number of new schools and departments have been added; the faculty has been more than doubled and the student body of Duke University, including Trinity College for Men, the College for Women, and the Graduate and Professional Schools, has grown from about 1,000 to more than 2,300 students. During that time a college of fine traditions has been transformed into an institution of university scope, which has been attracting widespread attention through its rapid, and yet steady and consistent, expansion and development.

Campuses and Buildings Duke University, comprising the two liberal arts colleges and graduate and professional schools, is located on two campuses. The Woman's College campus, with its 108 acres of ground, attractively



EXTERIOR VIEW OF THE GENERAL LIBRARY



THE SPACIOUS REFERENCE READING ROOM IN THE GENERAL LIBRARY

AMPLE LIBRARY FACILITIES ARE PROVIDED BY THE UNIVERSITY

developed in accordance with a complete plan of landscape architecture, was formerly the campus of Trinity College. About a mile and a half away is the campus of the new unit of Duke University, consisting of approximately 5,100 acres in two tracts.

The plant of the Woman's College campus, also known as the East Campus, has been almost completely reconstructed since the creation of Duke University in preparation for its use by the Woman's College. Practically all of the old buildings have been torn away and new ones erected, the architecture of the buildings on the East Campus being of the Georgian type.

On the West Campus, a dream of architectural art has been brought to reality in the past four years with the construction of a modern university plant, which authorities have declared to be the last word in complete construction for academic purposes. The architecture is Tudor Gothic, carried out in thirty-one buildings constructed of stone brought from the University's own quarry near Hillsboro, about fifteen miles away. This stone belongs to one of the oldest formations known to geologists, dating back to the Cambrian age. It is in six or eight distinctly colored tints, and already presents to the campus an atmosphere of antiquity.

Horace Trumbauer, of Philadelphia, is the architect for the Duke buildings on the two campuses, which have been visited by representatives of colleges and universities and citizens generally from every state in the Union and from countries overseas. Recently representatives of an English university, in company with an official of the Rockefeller



EXERCISES

Foundation, came to Durham to inspect some of the Duke buildings in connection with their own plans for new university construction.

Courses of Study Not only has there been rapid and progressive development in the past six years in the erection of buildings and in the provision for educational equipment at Duke, but there has been a very notable expansion in curriculum, and today the prospective student who has in mind following any one of a large number of vocations and professions can find here what he needs in the way of courses of study preparatory to the life work in which he intends to engage.

Although attention is naturally being given in a very definite way to the development of graduate and professional schools, including the School of Medicine, School of Law, School of Religion, and the Departments of Engineering and Education, President W. P. Few has made it plain on numerous occasions that the idea is to keep always at the heart of the institution liberal arts colleges responsive to the demands for leadership in this vitally important period in the life of the state, the nation and the world. To that end outstanding teachers have been brought to Duke from many centers of learning in America and Europe, not only for work in research and the development of graduate schools, but for teaching in the two colleges. Students at Duke have the opportunity from the very beginning of their college careers to come in contact with some of the outstanding leaders in the realm of education today.

The courses of study in the liberal arts colleges embrace subjects leading to the A.B. degree, to the B.S. degree in





STUDENTS LIVE AMONG INSPIRING SURROUNDINGS

STUDENT LIVING QUARTERS ARE COMFORTABLE AND CONVENIENT

civil and electrical engineering and to degrees in graduate work. In addition to teaching in subjects that have for many years been identified with collegiate courses, comprehensive programs of study in business administration and other subjects are being offered, and from time to time the number and scope of these will be further extended.

Libraries One of the chief sources of strength of Duke University is to be found in its libraries. In addition to the general library on the West Campus, housed in a most complete and beautiful building, there are four other libraries, one each for the Woman's College, the School of Religion, the School of Law and the School of Medicine.

In all of the Duke libraries there are approximately 225,000 volumes and the amount spent during the past year for library expansion was \$155,000. In addition to the standard books in many different fields, considerable attention is being given to the inclusion in the library of rare and valuable collections. Among other things, noteworthy collections of the files of newspapers published in this and other countries and going back for many years have been secured. The Duke University library stood fifth last year among the libraries connected with educational institutions in America in the amount of money expended for books.

Center of Student Activities Adequate provision has been made in the development of the new Duke University plants for student activities, both of a social and more serious nature, in recognition of the fact that all of a college career does not consist in the study of books alone but that the domi-



DUKE HOSPITAL AND MEDICAL SCHOOL ARE SITUATED ON THE WEST CAMPUS



ONE OF THE DUKE HOSPITAL WARDS

TREATMENT IN MODERN HOSPITAL AVAILABLE ON CAMPUS FOR DUKE STUDENTS

nant purpose of a modern institution of learning should be the development of the individual in his whole being.

The center to a considerable extent of student activities on the West Campus is the modern and commodious Union. one of the most complete buildings of its kind to be found in American institutions today. On the first floor of this building, located in the very heart of the campus, is a large social lobby, reading room, information office, alumni and news service headquarters; and four dining rooms, including the large student dining rooms, seating nearly 1,400, the coffee shop and two smaller dining rooms. One of the most complete kitchens in America, with thoroughly modern equipment, is located here. On the second floor there are the large and small reception rooms, one faculty and one private dining room, headquarters of the Y. M. C. A., band and orchestra and other organizations. In the basement are located student publication offices, the government postoffice, university store, a complete haberdashery, and barber shop. Indeed, there are housed in this one building on the campus practically all facilities needed in the general, day-by-day round of student life.

Student Organizations A DECIDEDLY attractive feature of student life at Duke University is the opportunity for membership in a variety of student organizations. These include Greek letter fraternities, which have their own quarters in the dormitory group, honor societies, and other organizations which add so much to the attractiveness of student life.

Among activities open to the students in addition to athletics are participation in the glee club, the orchestra and



MAY DAY EXERCISES ON THE WOODLAND STAGE ATTRACT THOUSANDS OF SPECTATORS



THE GLEE CLUB IS ONE OF THE MANY ORGANIZATIONS FOR WOMEN STUDENTS

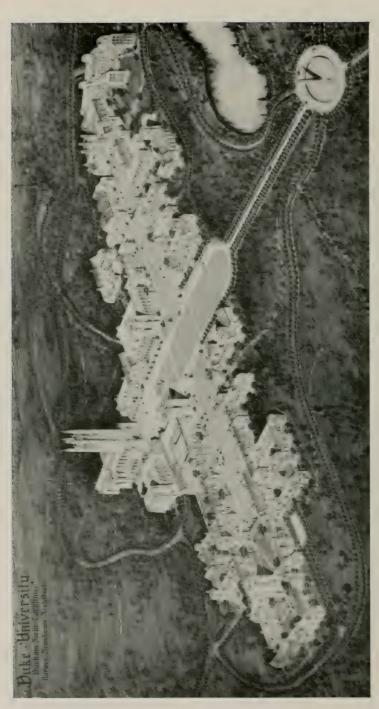
BEAUTIFUL CAMPUS AND MANY ACTIVITIES FOR WOMEN STUDENTS

other musical organizations, and clubs of various kinds. There is something in the way of student activities at Duke to appeal to every individual's taste and talent.

Publications The various student publications which maintain a high standard of excellence among such journals in our educational institutions of America afford an outlet for the ability and energy of many students who are interested in publication enterprises or have an idea later of going into some phase of newspaper or magazine work. There is the Archive, the monthly student literary magazine; the Chronicle, the weekly newspaper; the Chanticleer, the annual, to say nothing of special publications issued from time to time, which give opportunity for the expression of talent in writing and editing and in the business side of publication work.

Dramatics ONE DECIDEDLY interesting feature of extracurricular activities at Duke is found in the work in the realm of dramatics, especially in connection with the study of English, this work centering largely in the activities of the Taurian Players, a student dramatic organization under faculty direction, which presents from time to time dramatic works of real excellence. Not only do the students enact the various rôles in the plays presented, but they are given training in the building of scenery and properties and in costume-designing. A modern and complete auditorium on each campus is of particular value in the work in dramatics.

Debating Debating is one of the interesting and stimulating extra-curricular activities at Duke. Teams from this institution have achieved a national reputation among college



BIRD'S EYE VIEW OF THE WEST CAMPUS OF DUKE UNIVERSITY (From Architect's Drawing)



VIEW OF THE EAST CAMPUS OF DUKE UNIVERSITY (WOMAN'S COLLEGE) (From Aerial Photograph)



A PART OF THE WOMAN'S COLLEGE QUADRANGLE, SHOWING DOMED AUDITORIUM, DORMITORY, AND UNION



THE WOMAN'S COLLEGE LIBRARY



TYPICAL WOMAN'S COLLEGE DORMITORY

THE WOMAN'S COLLEGE HAS MODERN BUILDINGS AND EQUIPMENT

debaters, having in the course of recent years won many important intercollegiate contests. Among institutions with which Duke has competed in debating are Princeton, Harvard, Oxford (England), Alabama, Swarthmore, Pittsburgh, Emory and Georgia.

Athletics at Duke THE EFFORT is constantly made at Duke University to give due attention to athletics without overemphasizing the importance of this valuable feature of college and university life. The institution had in 1930 the most successful year in its entire history from the standpoint of athletics. In that year Duke won three major sports state championships—football, baseball, basketball, the football team losing only one game during a very strenuous season, scoring victories over such strong teams as Navy, Virginia, Villanova, Kentucky and others. The freshman team also won the state championship in 1930 in football and basketball. Coach James DeHart closed his service here as director of athletics with a notably successful team, and Wallace Wade, whose University of Alabama team had the distinction of playing in the famous Rose Bowl in Pasadena, California, for the third time on January 1, 1931, winning from Washington State by the score of 24 to 0, is now the director of athletics and head football coach. Duke is a member of the Southern Intercollegiate Athletic Conference, the 1930 football team closing in fourth place among 23 conference entrants. The 1929 and 1930 basketball teams closed in second place, and in baseball each year the Duke team has won high position, holding first place among conference teams in 1929.

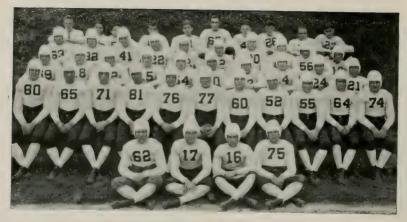


MANY ACTIVITIES OFFER OPPORTUNITIES FOR STUDENT LEADERSHIP

In addition to the major sports mentioned above, Duke teams participate in track athletics, boxing, wrestling, tennis, golf, and swimming contests. Not only do members of varsity and class teams participate in athletics but hundreds of students who have no ambition for participation in intercollegiate sports find healthful recreation in these various athletic activities. The provision for the playing of games comprises, in addition to the magnificent stadium seating 35,000 people and one of the most complete gymnasiums to be found anywhere, several baseball fields, twenty-five tennis courts and facilities for other athletic contests. Splendid golf courses are available in easy proximity to the campus. Archery and horseback riding are among the many sports activities.

The ideal as to athletics at Duke is to have upstanding teams in the various fields of intercollegiate sports and to insist upon every member of an athletic team coming up to definite standards in scholarship as well as in other ways. The idea is to develop teams that will win when winning is possible, but that will play the game whether winning or losing. There is no thought that the team must win every game in order to have a successful season and it is realized that the ability to be a good loser is just as important as to be a successful winner. The purpose is not in any sense to magnify athletics to the point where the only question asked is whether or not the team won the game. "Playing fields for all students" is the ideal in the matter of physical provision for athletics.

The Freshman at Duke From the moment he enters Duke University as a student, the work and activities of the



THE FOOTBALL SQUAD LOST BUT ONE GAME



CONFERENCE BASKETBALL FINALISTS



THE BASEBALL TEAM MADE A FINE RECORD

THREE MAJOR SPORTS STATE CHAMPIONSHIPS WON BY DUKE IN 1930

freshman are carefully supervised, with a view to enabling him to get the most possible out of college life. Even before he is admitted, a freshman's general record and history are studied carefully by the admission committee. Not only is attention given to grades and other records of scholarship, but a study is made of the applicant himself, including his personal qualities, ambitions and activities. Further, the health and physical fitness of applicants are indicated by the family physician on a special form submitted by the University.

For the past several years freshmen entering Duke University have undergone a special course of training and testing known as "Freshman Week." This has come to be regarded not only a very useful but decidedly pleasant experience in the life of the incoming freshman. During this period the freshman and the University are introduced to each other. There are interesting talks on University life, special counseling groups, tours of the campus and of the libraries, student government meetings presenting various student activities and their leaders, and other programs in which some phase of the University is presented. The Y. M. C. A. volunteers to students personal assistance during these programs and is of definite help to freshmen, beginning at the station, continuing through the week, and following the student as far as possible throughout his entire college course. During "Freshman Week" a number of delightful social events, which enable the new students to become better acquainted, are held, the idea being to make the new student feel "at home," from the very beginning of his college career.



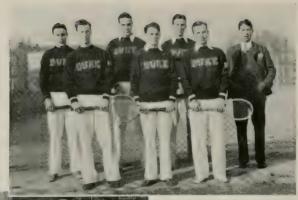
A PART OF THE THOUSANDS ATTENDING A DUKE FOOTBALL GAME

VARIETY IN SPORTS OFFERS MUCH FOR THE PARTICIPANT AND THE SPECTATOR

Then come a series of placement tests with a view to introducing the freshman to the University. The idea is to find out as far as possible just what the individual needs of the various students are, with a view to placing them in a way that will be most conducive to their success in college life. The policy is never to admit so many freshmen that this individual testing and placing will be impossible. The system in vogue at Duke gives a personal touch with the new student that is extremely valuable to him and to the institution.

But the freshman is not overlooked as soon as he is placed in a particular group. The supervision of his work continues through various means, including tests held at the end of the first six weeks with a view to determining just how well a new student is adapting himself to the routine of college life, followed by mid-semester examinations. These examinations are held sufficiently early to make possible the correction of defects in the student's work before he proceeds too far to make that feasible. There are various college activities open to freshmen, in academic, social and athletic realms, and through these and in provision of other facilities he soon becomes deeply interested in, and thoroughly conversant with, university life. One period to which the freshmen look forward eagerly from year to year is the fraternity and sorority "rushing" season.

**Personnel Work** Not only in the freshman year but afterwards the personnel work plays a large part in the activities of Duke University. There is a definite program of such work including a rigid follow-up system designed to give personal attention as far as possible to the student not



VARSITY TENNIS TEAM

THERE IS MUCH INTEREST
IN WRESTLING



TWO NEARBY COURSES
ATTRACT DUKE
GOLFERS

LARGE CROWDS SEE THE BOXING MEETS

only during the freshman year but later in the college course as well.

There are honors courses which enable students of exceptional ability above the freshman year to have certain individual facilities for study along different lines, this furnishing a very definite incentive to the highest type of college work. Every effort is being made to emphasize more and more close individual contact and instruction.

Hospital Facilities The General average of the student health at Duke is unusually good, but when illness does occur the student has access to the complete facilities in medicine and surgery of one of the outstanding hospitals of the United States. The Duke Hospital, located on the West Campus, is as modernly equipped as any similar institution to be found anywhere. Incidentally, the Medical School and Hospital building is an immense structure, having a total of approximately eight acres of floor space.

Expenses Comment is frequently made on the fact that, considering the exceptional facilities offered, expenses at Duke are as low as they are. Although some moderate increases in fees were put into effect last year coincident with the provision of decidedly increased and very expensive facilities, the total of necessary expenses is still exceedingly reasonable. Certainly it would be hard to find a non-tax supported institution anywhere which provides so much in the way of educational opportunity and privilege at such a reasonable figure.

It has been conservatively estimated that a student can go through an entire session of two semesters at Duke with



AIRPLANE VIEW OF THE FOOTBALL STADIUM AND ATHLETIC GROUNDS



THE GYMNASIUM HAS A LARGE FLOOR, MANY LOCKER AND DRESSING ROOMS, AND A BEAUTIFUL SWIMMING POOL

ATHLETICS AND PHYSICAL EDUCATION HAVE COMPLETE PLANT

a total expenditure for essential items ranging from \$541.00 minimum, to a figure of \$610.52 moderate, and \$658.50 liberal. Naturally expenditures beyond those for necessary purposes will vary with the means and tastes of the individual student.

There are available a number of scholarships, and ample facilities for loans to worthy students, made possible by the Angier B. Duke loan fund of over \$1,250,000, and other special funds, and there are numerous opportunities offered to ambitious students for self-help through work of various kinds. Hundreds of students at Duke University are earning a considerable part of their expenses by taking advantage of these self-help opportunities.

Women at Duke Most of the foregoing information applies to women at Duke as well as to men. Identical facilities are offered both classes of students, the idea being to open to women every instructional facility available to men.

"Where do women students at Duke do their work?" is a question frequently asked. For the first two years all of their college classes are on the Woman's Campus, or East Campus; thereafter they go to the West Campus for courses of study that are not afforded on the other. All graduate and professional work is offered on the West Campus. There is a convenient bus schedule making possible easy access from one campus to the other.

All living facilities for women are on the East Campus and they have their own library, recreational and social facilities.



THE BAND APPEARS ON MANY FORMAL OCCASIONS



TWO CONCERT TGURS ARE MADE ANNUALLY BY THE  $$\operatorname{GLEE}$  CLUB



THE JAZZ ORCHESTRA IS A POPULAR ORGANIZATION

Duke Graduates Abroad Records on file at Duke University show that there are graduates or former students of the institution now living in every state in the Union and in twenty-one countries outside the United States. Men and women who have received their education at Duke are playing a vitally important part in the life of the world in many realms of activity.

Summer School Opportunities at Duke Since the summer school is an organic part of the University, students may enter in the summer instead of waiting until the autumn semester. Beginning students who elect to enter in the summer should make application and send their entrance credits just as if they intended to enter in September.

The work of any course for the summer is precisely the same as for any other part of the year, taught largely by the same instructors who teach in the academic year. The chief differences between summer work and work at other times is that in the summer only one course, e. g. freshman English, some one science, some one elementary foreign language, etc., is studied at one time; in other words, the student studies only one subject each six weeks. In six weeks he completes the freshman or sophomore year in that one subject. Since the normal student completes only five subjects per year, the student may complete in twelve weeks of summer school two-fifths of a year's work.

The opportunity to complete work in summer is especially valuable to pre-medical and other students who have a long period of preparation before them, to mature students who desire to shorten their term in college, and to other students desiring to occupy their summer time profitably.

Other differences between summer work and work during the rest of the year are the facts that classes are slightly smaller, expenses are slightly lower, and there are no extracurricular activities. On account of the absence of outside attractions and because of the smaller classes, it is somewhat advantageous to the student leaving home for the first time to begin his work in the summer and learn something of college ways and methods before the great mass of his fellows as freshman students arrive.

Durham Durham, where Duke University is located, is a city of 53,000 population and one of the most progressive communities of North Carolina and the South. It is a city of religion, education, and industry, with notable advantages along many lines.

Further Information Those desiring further information regarding the next academic year at Duke University, beginning September 16, 1931, should address

R. L. Flowers, Secretary Duke University, Duke Station, Durham, N. C.

High school graduates and others interested especially in the Summer School, which opens for the next session on June 12, 1931, should address

Director of the Summer School, Duke University, College Station,
Durham, N. C.

# A Two-Fold Function

I. To provide and develop from time to time facilities for study and research and to promote the highest type of scholarship and capacity for study and investigation. 2. To develop men and women with sufficient intellectual equipment and strength of character for definite leadership in their own communities and in society in general at this vitally significant time. In providing facilities for research and investigation there is to be no lessening of emphasis upon the ideal of training for service to mankind through a high type of leadership.







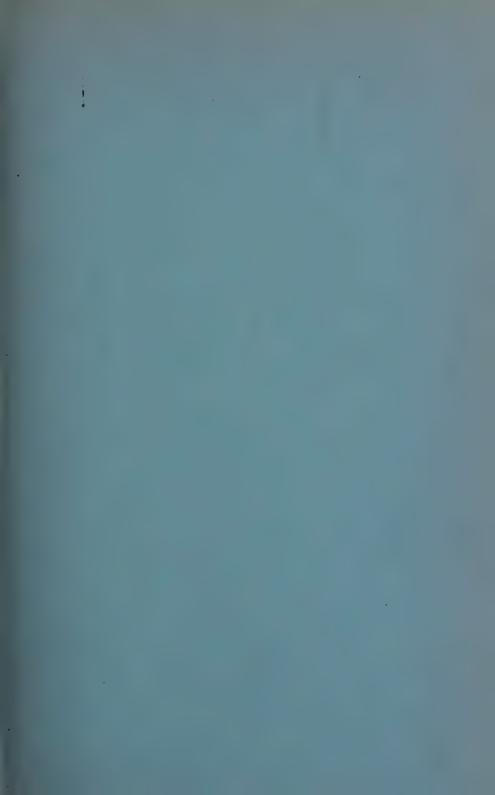
# TO PROSPECTIVE COLLEGE STUDENTS

In the preceding pages of this illustrated bulletin information has been given regarding various features of the colleges of liberal arts of Duke University for the particular purpose of acquainting high school students with the facilities offered at Duke along a number of lines. The effort is being made constantly to develop an institution that will provide truly exceptional opportunities for those seriously desiring a college education at a cost as low as possible, considering the advantages provided. A cordial invitation is extended prospective students to inquire for any further information desired, and to visit the two Duke campuses if possible.

If you are interested in Duke and desire further information, just tear out the form below, enclose in an envelope and mail it to the address indicated.

R. L. FLOWERS, Secretary, Duke University, Duke Station, Durham, N. C. I am interested in attending college during the academic year 1931-32 and desire the bulletin literature checked below. Undergraduate Bulletin School of Religion Bulletin General Bulletin ☐ Medical School Bulletin Graduate School Bulletin ☐ Nursing School Bulletin ☐ Engineering Bulletin Summer School Bulletin Law School Bulletin Street\_ City\_\_\_







# BULLETIN

OF

# **DUKE UNIVERSITY**

Vol. 3

MARCH, 1931

No. 3

# SUMMER SCHOOL



1931

JUNE 12-JULY 22; JULY 23-AUGUST 31

ANNOUNCEMENT

JUNALUSKA SUMMER SCHOOL, INC.

(AFFILIATED WITH DUKE UNIVERSITY)

LAKE JUNALUSKA, N. C.

ANNOUNCEMENT

Junaluska School of Religion

LAKE JUNALUSKA, N. C.

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UNDER ACT OF AUGUST 24, 1912



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OF

# DUKE UNIVERSITY

# SUMMER SCHOOL ANNOUNCEMENT



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ANNOUNCEMENT

JUNALUSKA SCHOOL OF RELIGION

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HISTORY.

# JOSEPH COOPER McELHANNON,

(Dean, Sam Houston State Teachers College).

A.B., Baylor University; A.M., Ph.D., The University of Chicago;
EDUCATION.

# EDWARD ROY CECIL MILES.

(Duke University),

B.S., Georgia School of Technology; M.A., Harvard; Ph.D., Rice Institute;

MATHEMATICS.

# FRANK KIRBY MITCHELL.

(Duke University),

A.B., Millsaps; A.M., Michigan; Oriel College, Oxford, 1921-24;

#### KARL BACHMAN PATTERSON.

(Duke University).

A.B., Roanoke College; A.M., Princeton; Johns Hopkins University, 1908-09; University of Pennsylvania, 1909-11;

MATHEMATICS.

### ROBERT STANLEY RANKIN,

(Duke University),

A.B., Tusculum College; A.M., Ph.D., Princeton;
GOVERNMENT.

#### JOSEPH BANKS RHINE.

(Duke University),

B.S., M.S., Ph.D., The University of Chicago;
PSVCHOLOGY.

#### DOUGLAS EDGAR SCATES,

(Director of Research and Statistics, Cincinnati Public Schools),
A.B., Whitworth; Ph.D., The University of Chicago;
EDUCATION.

#### TENIES HENRY SCHUTTE.

(Alabama Woman's College),

A.B., A.M., University of Illinois; Ph.D., The University of Chicago; EDUCATION.

# ANCEL ROY MONROE STOWE,

(Randolph-Macon Woman's College).

Ph.B., A.M., Northwestern University; A.M., Harvard; Ph.D., Columbia; EDUCATION.

### DENNIS CLAYTON TROTH,

(Pennsylvania State College),

B.Ed., A.M., Ph.D., University of Washington;
EDUCATION.

# WALTER PRESCOTT WEBB,

(University of Texas),

A.B., A.M., University of Texas; The University of Chicago, 1922-23; HISTORY.

# FREDERICK ELIPHAZ WILSON.

(Duke University).

A.B., Oberlin; A.M., Columbia; Leipzig, 1916-17; Harvard, 1922-23;

### ROBERT RENBERT WILSON.

(Duke University).

A.B., Austin College; A.M., Princeton; Ph.D., Harvard;

# KARL EDWARD ZENER,

(Duke University),

Ph.B., The University of Chicago; A.M., Ph.D., Harvard; National Research Fellow in Psychology, University of Berlin, 1926-27;

Psychology.

#### FURMAN ANDERSON BRIDGERS.

(Duke University).

A.B., Duke; A.M., The University of Chicago; The University of Chicago, 1928-29;

FRENCH.

#### KADER RANDOLPH CURTIS.

(Superintendent of Wilson County and City Schools),
A.B., Wake Forest; Duke University, 1927-28;
EDUCATION

#### THERESA DANSDILL.

(Author Text-Books in Health Education),
A.B., Des Moines University; A. M., Columbia;
HEALTH EDUCATION.

#### IULIA REBECCA GROUT.

(Duke University),

A.B., Mount Holyoke; M.S., Wellesley; Physical Education.

# CHARLES ROY HAUSER.

(Duke University),

B.S., M.S., University of Florida; Ph.D., University of Iowa;

# CHARLTON CONEY JERNIGAN,

(Duke University).

A.B., A.M., Duke; The University of Chicago, 1928-30;

# LEMUEL ROY JOHNSTON,

(Principal High Point High School).

A.B., University of North Carolina; A.M., Columbia; EDUCATION.

# ARCHIBALD CURRIE JORDAN.

(Duke University).

A.B., Duke; A.M., Columbia; Columbia, 1924-25; English.

### ALAN KREBS MANCHESTER,

(Duke University),

A.B., Vanderbilt University; A.M., Columbia; Ph.D., Duke; HISTORY.

# MATILDA OSBORNE MICHAELS,

(Supervisor Durham County Schools),
A.B., Duke: A.M., Columbia:

ELEMENTARY EDUCATION.

#### ESTELLE RAWL.

(Supervisor Charlotte City Schools),

A.B., Winthrop; Smith College, 1922-23; The University of Chicago, 1926-27; ELEMENTARY EDUCATION.

# JOHN HENRY SAYLOR,

(Duke University),

A.B., Southern Methodist University; A.M., Ph.D., Duke; CHEMISTRY.

#### FREDERICK EDWARD STEINHAUSER.

(Duke University),

A.B., A.M., The University of Chicago; SPANISH.

#### IANE CAROLINE SULLIVAN.

(Supervisor, Buncombe County Schools),

A.B., Duke; A.M., Columbia;

PRIMARY EDUCATION.

# CHARLES EUGENE WARD.

(Duke University),

A.B., Baker University; A.M., Duke; Duke, 1928-30; ENGLISH.

# AUGUSTA MICHAELS ALSTON,

(Durham City Schools).

A.B., Duke;

DRAWING.

### ATHEY GRAVES GILLASPIE.

(Duke University),

B.S., Lynchburg College; Cornell, Summer 1928; Duke, 1929-31;
ASSISTANT IN CHEMISTRY.

# CHARLES WRIGHT HOOKER,

(Duke University),

A.B., Duke:

ASSISTANT IN ZOOLOGY

# WILBERT ARMONDE JENKINS,

(Fellow in Biology, Cornell University),
A.B., A.M., Duke; Cornell, 1929-31;

Biology.

# THOMAS EARLY LOTHERY, JR.,

(Davidson College).

B.S., Davidson; The University of Chicago, 1927;
ASSISTANT IN PHYSICS.

#### ROGER GLENN PLASTER.

(Head of Science Department, Columbia, S. C., High School), A.B., Lenoir-Rhyne College; Duke University, 1928-29;

ASSISTANT IN PHYSICS.

#### RUDOLF JULIUS PRIEPKE,

(Duke University).

A.B., Elmhurst; A.M., Duke; Duke, 1930-31;
ASSISTANT IN CHEMISTRY.

#### GRADY TARBUTTON.

(Duke University).

B.S., Millsaps; M.S., University of Iowa; Duke, 1930-31;
ASSISTANT IN CHEMISTRY.

#### VERA CARR TWADDELL.

(Supervisor of Music, Durham County Schools),

A.B., Duke;

Music.

# THE SUMMER SCHOOL OF DUKE UNIVERSITY

# RAPID GROWTH OF THE DUKE UNIVERSITY SUMMER SCHOOL

Trinity College, which in 1925 expanded into Duke University, conducted its first summer school in 1919. The growth of the school has been not only rapid but steady since that time. In 1919, there were enrolled eighty-eight students of college grade, of whom sixty-five were teachers. In 1930 there was a total of 1502 registrations in the Summer School of Duke University and affiliated schools. Of these, 826 students enrolled in the first term of Duke University Summer School, and 442 in the second term; 195 were enrolled in the Junaluska Summer School, Inc., at Lake Junaluska; and 39 were enrolled in the Junaluska School of Religion. Deducting from the total number of registrations those who registered for two terms, there were 1212 students enrolled for either six or twelve weeks in the summer of 1930.

#### AFFILIATED SUMMER SCHOOLS

The Junaluska Summer School, Inc., Lake Junaluska, N. C., is an independent school affiliated with Duke University. It will offer courses primarily for high school graduates and teachers holding the elementary certificates. It will also offer freshman and sophomore college work in Biblical literature, education, English, history, sociology, Spanish, and other undergraduate courses for high school teachers. The only graduate work offered will be in field botany. (For further information address Professor B. G. Childs, Director, Duke University, Durham, N. C., and see description of courses, pages 44 to 48, this bulletin.) Junaluska Summer School will begin its single term June 12 and close July 21, making it possible for a student attending Junaluska to transfer to Durham in time for the second term, July 23 to August 31.

The Junaluska School of Religion, affiliated with the School of Religion, will offer work at Lake Junaluska July 20 to August

29. (For further information address Dr. Elbert Russell, Dean, School of Religion, Duke University, Durham, N. C., and see description of courses on pages 49 to 52, this bulletin.)

#### CALENDAR

The Summer School will open June 12. The first term of the school will close July 22. The second term will begin July 23 and will close August 31. Recitations will be held five days in the week, all Mondays being holidays, except June 22, July 6, July 20, August 3, and August 17. July 4 will be observed as Independence Day.

#### REGISTRATION

Saturday, June 6, 9 A.M. to 1 P.M. is registration day for Durham County and City teachers and for all other students in Durham on that day. Thursday, June 11, is registration day for out-of-town students. All such students should be present at 2 P.M. to submit their credentials for admission, to select their courses, and to make arrangements concerning board and lodging. Students arriving after 5 P.M., Thursday, will register Friday, June 12, 8:30 A.M., or 2 P.M. Regular classes will meet at 8:15, Friday morning, and recitation work will begin at once according to schedule.\*

For the second term, Wednesday, July 22, is registration day, and classes will begin Thursday, July 23, according to schedule.

# BUILDINGS AND EQUIPMENT

Unless the rapid growth of the University seems to require the utilization of the larger plant on the new, or West, campus, the work for the Summer School of 1931 will be conducted largely in the unit of new buildings on the old campus. This unit consists of an auditorium, a science building, an apartment building, and five dormitories. All buildings in this new group are in Georgian style of architecture, constructed of Baltimore brick and trimmed with Vermont marble. They are fireproof in every respect.

<sup>\*</sup> N. B.—Students who register late are marked absent for all classes held prior to their registration. Late registration very seriously affects credits that may be obtained.

Each of the five new dormitories has eighty-one students' rooms and houses one hundred and sixty-two students. One of the men's dormitories will be reserved exclusively for advanced students, and a wing of one of the women's dormitories will be similarly reserved. In all dormitories the same rules and regulations obtain as during the regular academic year. In the graduate dormitories all radios, graphophones, and other noise-making appliances are strictly forbidden

If, prior to May 1, it seems evident that the interests of the Summer School demand the utilization of the new plant on the West Campus, due announcement will be sent to all prospective registrants and inquirers. The West Campus is largely outside of the City of Durham and consists of approximately five thousand acres of land. The part nearest to the dormitory units and administration buildings is beautifully wooded but readily accessible

# ADMISSION

Applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina elementary will be accepted from teachers with two or more years of experience. Certificates and other credentials must be submitted to the Committee on the Summer School at the time of registration. Students who wish to enroll for graduate credit should submit their credits from other institutions to the Director of the Summer School before registration, preferably by mail.

#### SCOPE AND PLAN

The courses are designed to meet the needs of teachers who desire professional training and further academic instruction. of college students who desire to hasten the completion of their college work, and of graduate students desiring to continue their work toward a higher degree.

Professional courses are offered for the following grades of teachers:

- 1. Teachers of primary and grammar grades. (See pages 27 to 30. Graduate work for these teachers is stressed in the session of 1931.)
- 2. High school teachers. (See pages 25 and 26, and for subjectmatter work in the high school subjects, pages 30 to 40.)

- 3. Teachers who desire credit for degrees in Duke University. (For graduate work in each department, see courses designated "G," pages 23 to 40.)
- 4. Superintendents, supervisors, and principals of schools. (See pages 22 to 25.)

For college students, as well as for teachers, instruction, graduate or undergraduate, is offered as designated on pages 22 to 40 in the following subjects: education, Biblical literature, biology, chemistry, economics and government, engineering, English, French, German, Greek, history, Latin, mathematics, religious education, physics, psychology, sociology, and Spanish.

### CREDITS

The professional credits offered are accepted by the State of North Carolina in accordance with the rules issued by the State Department of Education.

College credits are offered as follows: A course of five hours a week for six weeks counts for two semester-hours of credit, a course of seven hours and a half a week for six weeks counts for three semester-hours of credit, and a course of ten hours a week for six weeks counts for four semester-hours of credit in Duke University. No student is given credit for more than six semester-hours of work or allowed to take more than fifteen hours of work a week without the consent of the Director and of the instructor in whose department the student expects to do his major work.\* Graduate students are not under any circumstances allowed credit for more than six semester-hours in a summer school of six weeks

The nature of the credit allowed for each course is designated by the following letters: C, collegiate A.B. degree; G, graduate A.M. or M.Ed. degree. Courses marked C\* are intended only for students who have had two or more years of standard college training. Courses marked both C\* and G are open only to students who have had three or more years of standard college training except by special permission of the Council on Graduate Instruction.

<sup>•</sup> No undergraduate student who has failed to make superior average in his last preceding work in the University can obtain permission to take excess work; and no student liable to suspension from the University under its rules regarding failure is permitted to enroll in summer school.

Students registered for graduate courses in the Summer School, who desire to have their work credited toward the master's degree, should also register in the office of the Dean of the Graduate School during the first week of each summer term.

#### GRADUATE INSTRUCTION

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. Admission to graduate courses does not necessarily imply admission to candidacy for a degree. A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

#### ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

#### ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy

both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

#### THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved preliminary courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

#### MINIMUM RESIDENCE REQUIREMENTS

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each.

#### DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history of education, educational sociol-

ogy, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

#### THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Three bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

#### SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

### CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

# FORMER REGULATIONS

Students who began graduate work at Duke University for the master's degree before June, 1930, may complete the requirements for the degree under the regulations published in the Summer School announcement for 1929 and in the bulletin of the Graduate School of Arts and Sciences for the academic year 1928-1929.

## DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School and the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

# ROOMS AND BOARD

Board and room for a term of six weeks may be secured in the University dormitories at the rate of \$45.50 per occupant with two in a room, or \$55.00 if room alone is engaged. Separate dormitories will be reserved for graduate students and for undergraduates. There is no dormitory reserved for married students, and children are not under any circumstances admitted to the dormitories. Students desiring to bring children, or married students desiring rooms, should write the Director for a list of private rooming places where suitable accommodations may be obtained. Occupants of University rooms furnish their own bedclothes, pillows, and towels. All other essentials are supplied by the University.

All occupants of the women's dormitories board in the Union, and occupants of the men's dormitories are advised to board there, on account of the opportunity to meet at meal-time with their fellow-students, and because of the fact that the greater number of students guarantees better board for all, board being furnished at cost. The service is cafeteria plate-service. Students in the men's dormitories who desire to board elsewhere will pay room-rent at the rate of \$12.50 with two in a room or \$22.00 for room alone. Students rooming off the campus who desire board in the University Union obtain it for \$37.50 for the term.

On account of the possibility that the growth of the University may make it advisable to transfer the Summer School to the new, or West, campus, room reservations should be requested as simply for (1) the undergraduate men's dormitory, (2) the graduate men's dormitory, (3) the undergraduate women's dormitory, or (4) the graduate women's dormitory.

#### **FEES**

Teachers are not required to pay tuition fees. All other students are charged a tuition fee of \$8.00 for each college

credit hour, or \$4.00 for each semester-hour, maximum tuition being \$24.00 for six weeks. All students, teachers included, pay a registration fee of \$17.00 per term. Students in the sciences pay the laboratory fees required in regular term work. Students who enroll for more than the normal schedule of work are charged an excess registration fee of \$5.00.

Major expenses may be estimated as follows for each term:

Registration						
Total major expenses to teachers		 				.\$62.50

To this total should be added the tuition fee of \$24.00 charged students other than teachers in the public schools, about \$7.00 for books, and probably \$3.00 for miscellaneous expenditures.

# COURSES FOR STUDENTS ENTERING COLLEGE

Increasing numbers of students, particularly those who contemplate entering a medical school, desire to complete the college course in three years. To meet the needs of these students, the Summer School offers a number of courses in freshman college work, enabling 1931 graduates of high school to begin their college course in the summer instead of waiting until September.

# RESERVATION IN ADVANCE

Classes are of limited enrollment. All students should enroll promptly, for all applications, both for classes in which the applicant desires to enroll and for rooms, will be filed in the order in which they are received. Each application for a reservation should be accompanied by a check for \$5.00 in part payment of the registration fee. This check reserves a room also if the student states a desire to room in one of the university buildings. Make all checks payable to the Summer School of Duke University.

# REDUCED RAILROAD FARES

Reduced railroad rates on the round trip identification plan have been authorized from all stations in North Carolina, South Carolina, Virginia, Georgia, and Florida (except those on Louisville and Wadley Railway, Wadley Southern Railway, Sylvania Central Railway, and Winston-Salem Southbound Railway); also from West Virginia east of and including Williamson, via Norfolk and Western Railway. Address the director of the Summer School for identification blank.

# APPOINTMENT BUREAU

A teacher's appointment bureau is maintained for the benefit of teachers desiring a change of position. There is no charge for this service.

# RECREATION AND ENTERTAINMENT

At the time of registration every student is permitted to purchase a season ticket to all recreation programs at a nominal charge of one dollar (\$1.00). In addition to the right of attending the plays, concerts, and other features of entertainment provided, this ticket entitles the student to use of the tennis courts and of the swimming pool. The swimming pool is open an hour and a half daily for various groups of students.

# Specimen Application Blank

DIRECTOR DUKE UNIVERSITY SUMMER SCHOOL COLLEGE STATION
DURHAM. NORTH CAROLINA

D C.

Dear Sir.
Please make temporary reservation for me in the following courses
described in your summer school announcement:
I desire full information as to advance registration.
(Signed)
Mr., Mrs., Miss
Post Office Address

# **COURSES OF INSTRUCTION**

## EXPLANATIONS AND ABBREVIATIONS

Classes meet daily five times per week for six weeks unless otherwise indicated. Classes that meet for fifty-minute periods are indicated as carrying two semester-hours of credit. Classes meeting eighty-minute periods daily count for three semester-hours except where credits are stated otherwise.

Courses are arranged alphabetically by departments, except that courses in Education are listed first for the convenience of the large number of teachers who enroll primarily for professional credits. Subdivisions in Education indicate special classes of teachers for whom each group of courses was primarily planned. The course numbers are the same numbers used in describing courses in the regular term, with the letter "S" preceding; for example, Education S6\* and S6\* would correspond to Education 6 of the regular term, "a" and "b" being subdivisions of the complete course. The letters beyond "b" indicate work in the same field as the main course but not duplicating the work listed in the preceding university catalogue.

In the description of courses the following abbreviations occur: C following a course means that the course carries credit for the A.B. degree;  $C^*$ , credit toward the A.B. degree for students having completed two or more years of college work; G, credit towards a graduate degree; the numeral I means that the course comes the first one-hour period daily, beginning at 8:10; 2, the second one-hour period, beginning at 9:10; 3, the third one-hour period beginning at 10:10; etc. A means that the course comes the first eighty minutes daily, beginning at 8:10; B, means that the course comes at the eighty-minute period beginning at 9:40; D means that the course meets an eighty-minute period daily, beginning at 11:40; I means that the course is offered the first term; II, that it is offered the second term; I, II, that the course is offered either term. Periods I, I, I, I, I, and I do not conflict; but periods I, I, I, and I do not conflict; but periods I, I, and I do not conflict; but periods I, I, and I do not conflict; but periods I, I, and I, and I, I, with I and I, I, with I and I, I, with I and I, I, and I, I, with I, and I, I, with I and I, I, with I and I, I, with I and I, I, with I, and I, I, and I, I, and I, I, with I, and I, I, and I, I, with I, and I, I, with I, and I, and I, I, and I, an

N.B.—Different State Departments of Education grant professional credit for various courses in accordance with their own carefully defined rules. Every student should inquire carefully at or before registration as to what professional credit is allowed for each course in his state.

## EDUCATION

COURSES PRIMARILY FOR SUPERINTENDENTS, PRINCIPALS, AND SUPERVISORS

(Superintendents, principals, and supervisors will find specialized courses grouped under courses designated "Primarily for High School Teachers" and "Primarily for Grammar-Grade and Primary Teachers."

It is recommended that some work be elected from these special groups. Attention is called to the courses described immediately below as Major Course for County Superintendents and Principals, Major Course for City School Superintendents and Principals, Major Course for Elementary Supervisors and Principals of Elementary Schools, Major Course for High School Teachers.)

- M43. Major Course for County School Superintendents and Principals.—
  This course includes S343 below and allied work selected by the student, with the approval of the instructor in charge of course S343. Schedule to be arranged. 6 s.h. †II—G.

  (Class enrollment limited to 15.)
- M21. Major Course for City School Superintendents and Principals.—This course includes course S363 and allied work selected by the student, with the approval of the instructor in charge of S363. Schedule to be arranged. 6 s.h. I-G.

  (Class enrollment limited to 15.)
- M32. Major Course for Elementary Supervisors and Principals of Elementary Schools.—This course includes S222 below and allied courses selected by the student, with the approval of the instructor. Term papers and other assignments and special conferences will center around the technique of teaching and administering the course of study in the elementary school. Schedule to be arranged. 6 s.h. I—C\*, G.

  MR. CARR AND OTHERS (first term)

**S200.** Introduction to a Philosophy of Democratic Education.—A study of fundamental concepts underlying secondary and collegiate educational theory as applied to the preparation of socially efficient citizens for a democracy. Textbooks and discussions. B. II. 3 s.h.—C\*, G.

Mr. Stowe

[Old number, S11]

- S208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. B, II. 3 s.h.—C\*, G.

  [Old number, S8a]
- **S209.** Statistical Methods in Education.—A course intended to familiarize teacher, supervisor, and administrator with the statistical method of treating educational and social data, so as to enable them to interpret and use the results of recent investigation in the science of education. Text-books, special assignments, and reports. D, I. 3 s.h.— $C^*$ , G.

MR. SCATES

[Old number, S9]

<sup>†</sup> For explanation of I, II, C\*, G, see "Explanations and Abbreviations" on preceding page.

- **S219.** Experimental Education.—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. A, I. 3 s.h.—C\*, G.

  MR. DOUGLAS
- S225. Sociological Study of Elementary Education.—A study of social and economic forces as affecting elementary education. Recommended for elementary principals and others interested in elementary school supervision. B, II. 3 s.h.— $C^*$ , G. Mr. Ellis [Old number, S15 $^a$ ]
- S235. Principles of Vocational Education.—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. D, II. 3 s.h.—C\*, G.

  [Old number, S15°]
- **S239.** Investigations in Tests and Measurements.—A general and critical review of investigations made in the field of educational and mental tests. The purpose is to deal with those phases of testing which have been objectively studied. The selection and use of tests considered from technical points of view will be studied, with emphasis upon problems needing further investigation. Extensive reading will be necessary. B, I. **3 s.h.—**C\*, G.

  MR. SCATES
- S300X. Thesis Course in School Administration.—Students desirous of obtaining residence credit toward a thesis in school administration are expected to enroll in this course and report regularly upon their problem for discussion and criticism. No student can enroll who is carrying more than three semester-hours of other work. D, I, II.—Residence credit only.

  MR. PROCTOR AND MR. HOLTON
- S309. Advanced Course in Educational Statistics.—Prerequisite: Course S209 or similar course. D, II. 3 s.h.—G. MR. SCATES
- S318. Investigation of Study Problems.—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. B, I. 3 s.h.—G.

  MR. DOUGLAS
- S320. American College Problems.—A study of current college problems and of experimental efforts being made toward their solution by American colleges. Lectures, reading, discussions, research, and papers embodying the results of research studies. Open only to graduate students who have taught or are preparing to teach in college. A, I. 3 s.h.—G.

  MR. STOWE

[Old number, S29]

- S339. Research Course in Educational Tests.—A study of problems in the construction and interpretation of tests. Prerequisite: the equivalent of course S239. A, II. 3 s.h.—G.

  MR. SCATES
- S343. State and County School Administration.—A study of state and county organization of public schools, emphasizing underlying principles. A, II. 3 s.h.—G.

  [Old number, S43]
- S363. City School Administration.—A study of the organization and administration of city school systems, including administrative phases of supervision. Students enrolled in this course will be expected to place special emphasis upon that phase of school administration in which they are engaged or are most interested. A, I. 3 s.h.—G. MR. PROCTOR [Old number, S13°]

#### COURSES PRIMARILY FOR HIGH SCHOOL TEACHERS

(High school teachers are advised to elect also such courses listed above as S200, S208, S209, S235, and S239.)

M10. Major Course for High School Teachers.—This course includes S206 below and allied work selected by the student, with the approval of the instructor. Term papers and other assignments will center around the problems of the general methods of teaching and administration of the high school curricula. Schedule to be arranged. 6 s.h. I, II—C\*, G.

MR. STOWE AND OTHERS

(Class enrollment limited to 15.)

- S119. Analysis of Study and Study Habits, in the High School Subjects.—College freshmen not infrequently fail because they do not know how to study. This course, for high school teachers, consists of a brief survey of the available literature of study, followed by case-work in the habits of high school and undergraduate college students, and a survey of the peculiar learning problems presented by typical secondary school subjects. A, I. 3 s.h.—C\*.

  MR. K. R. CURTIS [Old number, S18°]
- S126. Extra-Curricular Activities in High School.—A course dealing with the underlying principles, the outcomes, and the organization and administration of an extra-curricular activities program. The following activities are considered: home-room, assembly, class organizations, pupil participation in school control, clubs, athletics, publications, finances, honor societies, study halls, commencements, school trips, literary societies, fraternities and sororities, dramatics, etc. Throughout the course consideration is given to a study of the adolescent and how to deal with him. D, I. 3 s.h.—C\*.

  [Old number, S68]
- **S176.** The Teaching of High School Science.—Materials and methods in high school science. A, II. 3 s.h.—C\*. MR. CHILDS

**S205.** The Curriculum of the Secondary School.—A consideration of some unsolved curriculum problems, a study of attitudes and customs as they affect the curriculum; historical growth of the secondary school curriculum to meet the needs of society. A, II. 3 s.h.— $C^*$ , G.

Mr. McElhannon

[Old number, S15\*]

S206. Social Principles of Secondary Education.—Through a study of the social phases of modern democratic life the course aims to discover principles, points of view, ideals, interests, and methods of procedure of service to secondary school and college teachers and administrators interested in meeting the social and cultural needs of their students. Textbook study, readings, discussions, research, and paper incorporating results of research study. Recommended for high school principals and others interested in secondary-school supervision. B, I. 3 s.h.—C\*, G.

Mr. Stowe

[Old number, S6f]

**S213. High School Administration and Supervision.**—A study of outstanding problems. Special investigations and reports. D, I. **3 s.h.**—C\*, G.

Mr. Troth

[Old number, S16]

**S226.** Teaching the Social Studies.—A course for teachers of the social studies in junior and senior high schools. This course consists of informal discussions, based upon collateral reading and observation work of such topics as aims, tests for values, the social-studies curriculum, class-room procedure, course and lesson planning, etc. B, II. 3 s.h.— $C^*$ , G.

MR. SCHUTTE

S236. The Teaching of English in the Secondary School.—The fundamentals of a class recitation; practical demonstration of principles of teaching composition and literature; aims, values, and methods of teaching composition and literature; etc. D, II. 3 s.h.— $C^*$ , G.

Mr. McElhannon

[Old number, S17°]

S246. The Teaching of Mathematics.—Identical with Mathematics S204. A, I. 3 s.h.— $C^*$ , G. Mr. W. W. Rankin

S256. The Teaching of Latin in the Secondary School.—Identical with Latin S219. A, II. 3 s.h.—C\*, G.

Mr. Anderson

**S330.** Problems in High School and Junior College Teaching.—A brief study of the purposes and objectives of secondary education, followed by assignments in which each member of the class endeavors to organize some secondary subject in the light of desirable results in the lives of pupils. Lectures, readings, discussions. Open only to students who have taught in high school or junior college. *D, II.* **3 s.h.**—*G.* 

Mr. STOWE

[Old number, S10°]

## COURSES PRIMARILY FOR GRAMMAR-GRADE AND PRIMARY TEACHERS

(Primary and grammar grade teachers who meet prerequisites are advised to consider from the work listed "Primarily for Superintendents, Principals, and Supervisors," such courses as S200, S208, S209, S219, S225, S239, and S318, and to consider also subject-matter in courses in Bible, Economics, English, History, Psychology, Sociology, etc.)

- **S10.** Introduction to Education.—A first course in the purpose and problems of public education. A, II. 3 s.h.—C.

  MR. SCHUTTE
- S58. The Learning Process.—A course in elementary educational psychology. D, I; A, II. 3 s.h.—C.

  MR. DIMMITT (first term)

  MR. EASLEY (second term)

[Old number, S14°]

- S68. Mental Hygiene of the School Child.—A course primarily for teachers in the elementary school. A study of personality as related to the adjustment and success of the school child; the foundations of motivation; typical problems of maladjustment; social heredity and its educational implications. A, I. 3 s.h.—C\*.

  MR. EASLEY [If there is sufficient demand, this course will be repeated the second term instead of S58.]
- S102. Primary Methods in Language and Reading.—A study of materials and methods in the mother-tongue. Not open for enrollment to students who have had credit for course 23P or 35P of the North Carolina "Uniform Curricula." A. I. 3 s.h.—C\*. Miss Michaels [Old number, S2A\*. This course will be offered the second term also if as many as ten students enroll before July 1.]
- S115. Character Education.—The objectives of character training, ideals and habits essential to proper social relationship; the possible contributions of the various school subjects and of extra-curricular activities to the development of character; an evaluation of the various procedures; character tests and measurements. B, I. 3 s.h.— $C^*$ . Mr. Troth
- S118. Child Psychology.—A treatment of the outstanding characteristics of children of elementary school age, their bodily growth and development, their characteristic ways of knowing, feeling, and acting, and the best methods and materials for stimulating and guiding the instruction of such children. Prerequisite: six semester-hours of Education or Psychology. B, II. 3 s.h.—C.\*

  [Old number, S14<sup>a</sup>]
- S122. The Teaching of Primary Numbers.—A special section of S127 for primary teachers. B, I. 3 s.h.—C.\* Miss Sullivan [Old number, S2A<sup>d</sup>. This course will be offered the second term also if as many as ten students enroll before July 1.]

S127. The Teaching of Arithmetic in the Grammar Grades.—A course designed to acquaint the teacher with the best methods of teaching arithmetic which have evolved from more than a decade of research and experimentation; emphasis upon the actual teaching process under normal classroom conditions, with special attention to problem solving; brief survey of the work of the primary grades is also given. B, I. 3 s.h.—C\*.

MR. JOHNSTON

[Old number, S2<sup>d</sup>]

- S134. Problems in Experimental Education.—A study of various educational experiments and experimental schools now under discussion and an analysis of their underlying theories and the general trends of procedure. A, II. 3 s.h.—C\*.

  [Old number, S34]
- S137. The American Elementary School.—(a) The responsibility of the elementary school; (b) relation to the junior and senior high schools; (c) sociological objectives; (d) curriculum values; and (e) classification of elementary pupils. An attempt throughout the session to determine desirable conduct controls and personality outgrowths as a result of (1) the correct presentation of subject matter and (2) the provision of necessary school situations. B, I. 3 s.h.—C\*.

  MR. K. R. CURTIS [Old number, S2°]
- S142. Children's Literature.—A critical study of literature for primary grades; types of literature; story telling, principles underlying and practice; study of State Course of Study and adopted texts; bibliographies and use of the library. Not open for enrollment to students who have had credit for course English 74P of the North Carolina "Uniform Curricula." D, I. 3 s.h.—C\*. Miss Michaels [Old number, S2Ab. This course will be offered the second term also if as many as ten students enroll before July 1.]
- S152. The Teaching of Primary Geography and Nature Study.—D, I. 3 s.h.— $C^*$ . MISS SULLIVAN [Old number, S2Af]
- S157. The Teaching of Geography.—Type studies of North America, with major emphasis upon the United States, to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. D, II. 3 s.h.—C.\*

  [Old numbers, Geography 72G, and S2<sup>t</sup>]
- S162. History Material for Primary Grades.—A study of history materials for primary grades, with methods of presentation, practice in constructing and telling stories suitable for children from biographies, travel, etc. B, II. 3 s.h.—C.\*

  [Old number, 73P]
- S218. Educational Implications of Genetic Psychology.—A course tracing the development of the individual through the stages of growth and learning, with emphasis upon early and later childhood, the development

of such behavior patterns as play, language, etc., the process of socialization and similar material of especial significance to teachers in the elementary schools. D. I. 3 s.h.—C\*, G.

MR. EASLEY

S212-217. Curriculum and Materials of the Elementary Grades.—A study of curriculum reorganization in the elementary school; the historical development of the elementary curriculum with emphasis on recent experiments in curriculum reorganization; theories of curriculum reorganization and principles underlying large unit teaching; centers of interest around which units may develop; criteria for the selection of units; collection and organization of materials; checking results against objectives and subject-matter requirements; and the place of the school subjects in large-unit teaching. Students taking this course should reserve all of the first two periods daily to allow for laboratory work on curriculum construction. Separate laboratory sections will be conducted for primary (S212) and grammar grade (S217) teachers. This part of the course will consist of organization of materials for teaching and construction work on the manual arts phase of the units. A, I, and laboratory work 2:30-5:00 daily. 3 s.h.—C\*, G.

MR. CARR AND ASSISTANT (Primary Section)
MR. CARR AND ASSISTANT (Grammar Grade Section)

[Old numbers, S12A, S12B]

- S222. Methods of Teaching and Supervising the Fundamental Subjects.—

  B. I. 3 s.h.—C\*. G.

  MR. CARR
- S228. The Psychology of Learning.—A study of different types of learning, principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. B, I. 3 s.h.—C\*, G. Mr. DIMMITT [Old number, S28]
- S247. Psychology of the Elementary School Subjects.—A study of the psychology of learning as applied to teaching the common-school subjects. D. II. 3 s.h.—C\*. G. Mr. Douglas
- A. Public School Drawing.—This course is offered to develop certain skills fundamental in the teaching of public-school drawing, as well as skills that will prove of help in teaching other subjects of the elementary school curriculum. Topics: color theory, design, perspective, representation, illustration, picture study, etc. Media: charcoal, water colors, crayons, clay, etc. A, and practice-work 2:15-3:45 daily, I. 3 points professional credit only.

  [Old numbers, 31X, 72P, 72G. This course will be offered the second term also if as many as ten students enroll before July 1.]
- B. Industrial Art in the Public School—Manipulation and work with clay, textiles, wood, paper, food, printing, etc., intended to give the child an acquaintance with the raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, tools, etc. Each student taking the course must complete a project based

upon the work of the grade in which she expects to teach. B, and practice-work 3:45-5:15 daily, I. 3 points professional credit only.

MRS. ALSTON

[Old number, 61P]

C. Public School Music.—A course in the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading and dictation, rote songs, child voice, etc., will be discussed. B, and practice work 2:15-3:45 daily, II. 3 points professional credit only.

MRS. TWADDELL

### PHYSICAL AND HEALTH EDUCATION

- **S102.** Materials and Methods of Physical Education.—Discussions and lectures on such topics as the value of play, the psychological and physiological make-up of the school child, objectives, the planning of programs of physical education for different age groups. One hour every day is devoted to practical work. 2:15 to 3:35, I. 2 s.h.—C. Miss Grout
- S112. Personal and School Hygiene.—General, personal, and school hygiene with some instruction in anatomy and physiology; cause, transmission, and prevention of communicable diseases; the more common defects of school children; school-house sanitation; medical inspection; etc. D, I. 3 s.h.—C.

  [Old number, Physiology 51X]
- S132. Materials and Methods in Health Education.—An effort to acquaint the student with a general technique of health teaching that conforms to standard educational procedure and practices in other subjects; elements of good method, criticism of method, types of lessons, sources of material, and selection and organization of subject matter; language work, games, projects, posters, and plays used as illustrative material. B, I. 3 s.h.—C\*.

  MISS DANSDILL

[Old numbers, S2A° and S2B°]

# BIBLICAL LITERATURE

- S1. Old Testament History and Literature.—This will include a general survey of the Old Testament. A, II. 3 s.h.—C. Mr. CANNON [Old number, S1\*]
- S2. New Testament Background and Literature.—The preparation for Christianity by the Hebrew prophets and intertestamental development; a survey of the New Testament. B, II. 3 s.h.—C.

  [Old number, S1<sup>b</sup>]

#### BIOLOGY

S1-S2. General Zoölogy.—First half-course: An elementary survey of the animal kingdom, with particular reference to invertebrates. Second half-course: General principles of vertebrate animal structures, functions, environmental relations, development of the individual and of the

race, man's place in nature. Lecture and quiz daily, 1 and 4; laboratory daily, 2 and 3, and 2:30-4:30, I. 8 s.h.—C.

Mr. Cunningham and Mr. Hooker

[Old number for S1 was S21b]

(S1-S2 below when completed constitute one of the science courses required for graduation.)

- Botany S1. Introductory Botany.—Equivalent to Botany 1 of the regular term. A general course dealing with plants. Class conferences daily, 1; laboratory daily, 2, 3. II. 4 s.h.—C

  MR. JENKINS [Old number, S21\*]
- S41. Elementary Comparative Anatomy.—This course is a continuation of Course 1-2, and is recommended for pre-medical students. The laboratory work consists of the dissection and comparison of a number of types of vertebrates. I. 4 s.h.—C.

  MR. GRAY

Prerequisite, Zoölogy 1-2.

#### CHEMISTRY

- S1-S2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. 8 s.h. Lectures daily, 1; recitation daily, 4; laboratory hours to be arranged, II—C.

  MR. R. N. WILSON AND MR. TARBUTTON [Old number, S1]
- S21. Qualitative Analysis.—A development of the fundamentals of the ionic theory as applied to analytical reactions with special consideration of the application of the laws of chemical equilibrium and of the modern theories of solution. Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30. I. 4 s.h.—C.

  [Old number, S2]
- S30. Quantitative Analysis.—The classroom work includes the general theory of quantitative separations, the calculation of results, and the solution of problems. The laboratory work aims to develop technique and to familiarize the student with representative quantitative methods.

  Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30. II. 4 s.h.—C.

  MR. SAYLOR AND MR. PRIEPKE [Old number, S3]
- S151. Organic Chemistry.—An introduction to the study of the compounds of carbon. Courses 21 and 30 are prerequisite except in special cases. Lecture 1; laboratory every other day beginning Friday afternoon, June 12, 2:30-5:30; quiz every other day beginning Saturday, June 13, third period. I. 4 s.h.—C.

  MR. HAUSER AND MR. GILLASPIE [Old number, S5<sup>a</sup>]

S152. Organic Chemistry.—A more detailed study is made of subjects such as steroisomerism, substitution in the benzene ring, diazo reactions, etc. Course S151 prerequisite. Lectures, laboratory, and quizzes as in S151. II. 4 s.h.—C.

[Old number, S5b]

# ECONOMICS AND GOVERNMENT

S1<sup>b</sup>. Principles of Economics.—A short course in the essential principles of economic science. Students who complete this course satisfactorily may be admitted to Economics 4, 5, or 6 during the college year 1931-32. B, I. 3 s.h.—C. Mr. Cotton

(This course will not count as part of the minimum Economics requirements for graduation until the equivalent of S1<sup>a</sup> has been completed. It will, however, count as elective credit.)

S102\*. Elementary Survey of American Government and Politics.—A study of the organization, growth, and practical working of national, state, and local government in the United States; background course for the work of teachers of citizenship in the public schools. D, II. 3 s.h.—C.

MR. LORD

[Old number, S2<sup>a</sup>]

(This course gives three semester-hours elective credit toward graduation. Students desiring to offer Economics 102 in meeting the departmental requirements for graduation should also take Course S221, or the second semester of Economics 102 in the regular session.)

S115. Economic Geography: Teachers' Course.—This course is not open to students who have received credit for Economics A. A study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals and the works of man as environmental factors. A, I, II. 3 s.h.—C.

Mr. Landon (first term)
Mr. Lemert (second term)

[Old numbers, Geography 31X and 83X, and Economics S15a]

S116. Economic Geography and Industrial Organization.—A study of the economic resources of the world: the products of the agricultural and manufacturing industries; trade routes and trade centers; the balance of trade and its relation to industrial development; the influence of geographic factors on the commercial policy of nations. Prerequisite: course S115, or Economics A. B, I, II. 3 s.h.—C.

MR. LANDON (first term)
MR. LEMERT (second term)

[Old number, S15<sup>b</sup>]

- S208. American Constitutional Law and Theory.—A study of leading constitutional principles of American government, as developed through judicial interpretation, with special emphasis upon problems of current importance. B, I. 3 s.h.—C\*, G.

  [Old number, S8\*]
- S209. State Government in the United States.—The subject-matter covers the historical development of government in the states of the Union, the present political organization, and relations between state and federal government. A, I. 3 s.h.—C\*, G.

  [Old number, S9<sup>a</sup>]
- S221. American Political Thought.—Following a brief consideration of the background of American political thought, a more detailed study deals with the development of American political thought from Colonial days until the present. Lectures, discussion, collateral readings. B, II.

  3 s.h.—C\*, G.

  MR. LORD
- **S226.** Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. D, I. 3 s.h.—C\*, G.

  MR. R. S. RANKIN
- S235. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. A, II. 3 s.h.  $-C^*$ , G.

  MR. KENDRICK
- S254. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and the United States. The structure, methods, and policies of modern unions. A, I. 3 s.h.— $C^*$ , G.

  MR. COTTON [Old number, S54\*]
- **S300.** Elements of Political Science Research.—A study of sources and methods of investigation in political science, with special reference to research in American national government and in international relations. Lectures and preparation of reports involving the use of original material. *D*, *I*. **3 s.h.**—*G*.

  MR. R. WILSON
  - S335. Seminar in Problems of Public Finance.—D, II. 3 s.h.—G.

    MR. KENDRICK

#### ENGINEERING

C.E.S. 10. Plane Surveying.—Exercises in use of chain, tape, compass, level, transit, and plane-table; surveys and re-surveys. Three weeks, eight hours a day, beginning June 6. 3 s.h.—C.

MR. HALL, MR. BIRD, AND ASSISTANTS

## **ENGLISH**

S1. English Composition.—A course in the fundamentals of English composition, oral and written, with special attention to sentence structure, syntax, common errors, etc. Frequent themes. A, I. 3 s.h.—C.

MR. WARD

[Old number, S1\*, S1b]

- **S2.** English Poetry.—The principles of English versification and a general survey of English poetry. *D*, *I*. **3 s.h.**—*C*. Mr. Jordan [Old number, SL1]
- **S3.** English Composition.—By means of instruction, frequent conferences, and extensive writing of assignments, this course undertakes to make the student familiar with the qualities of the best prose style. Open only to those who have credit for S1. A, I. 3 s.h.—C.

Mr. Jordan

[Old number, SC2\*-SC2b]

- S5. Prose Literature.—Reading and study of selected works of the best writers of prose; lectures on the lives of the authors studied; the periods of literary history; origin and growth of the various types of prose literature, with emphasis upon the novel. With S6 below this course constitutes the regular sophomore course in English literature. S5 and S6 do not meet the requirements for sophomore English unless a student has credit for sophomore composition or has so creditable a record on freshman composition as to be excused by the English Department from Composition 3. B, I. 3 s.h.—C.

  MR. WARD [Old number, SL2<sup>a</sup>]
- S6. Prose Literature (Continued).—A continuation of English S5, with emphasis upon biography. Students may enter S6 without having had S5, but may not count it toward a degree until SL2<sup>a</sup> has been completed. D, II. 3 s.h.—C.

  [Old number, SL2<sup>b</sup>]
- S125°. Prose of the Early Nineteenth Century.—A survey of the chief prose writers of the early nineteenth century with special attention to Lamb, Coleridge, Hazlitt, De Quincey, and the reviewers. A, II. 3 s.h.—C\*, G.

  MR. MITCHELL [Old number, S5°]

S128°. Contemporary Poetry.—B, II. 3 s.h.—C\*. Mr. Chase [Old number. S194]

S211. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. A, II. 3 s.h.—C\*, G.

[Old number, S29\*]

- S217. Spenser.—An exhaustive study of the works of Spenser. B, II. 3 s.h.—C\*, G. MR, GILBERT
- S223. Studies in the Romantic Poets of the Early Nineteenth Century.—An exhaustive study of the works of Shelley and their background. A, I. 3 s.h.—C\*, G.

  [Old number, S27\*]
- S225. Special Studies in Victorian Literature: Tennyson.—B, I. 3 s.h.—

  C\*, G.

  MR. GREENE
  [Old number, S30\*]
- S226. Special Studies in Victorian Literature: Browning.—A, I. 3 s.h.— $C^*$ , G.

  [Old number, S30<sup>b</sup>]
- **S230.** American Literature.—A study of the part played by the South and the West in American fiction. D, I. 3 s.h.—C\*, G. MR. HUBBELL [Old number, S4]
- **S301.** Bibliography and Methods of Research.—Required of all students expecting to write a thesis in the Department of English. B, I. 3 s.h.—G.

  MR. HUBBELL
- **S304.** Seminar in Poe's Contemporaries.—D, II. **3 s.h.**—G. MR. CHASE (Class enrollment limited to 15.)

# FRENCH

- S3. Second-Year French.—Reading and translation, alternate exercises in grammar review, verb drill, and writing in French at dictation. B, I. 3 s.h.—C.

  MR. BRIDGERS
  [Old number, S2<sup>a</sup>]
- **S4.** Second-Year French.—Reading and translation, with prose composition. *D, I.* **3 s.h.**—*C*.

  [Old number, S2<sup>b</sup>]
  - S228. Survey of French Poetry from 1400 to 1850.—A, I. 3 s.h.—C\*, G.
    Mr. Cowper
  - S230. Seminar: Diderot and the Encyclopédistes.—D, I. 3 s.h.—C\*, G.

    Mr. Cowper
  - S240. Survey of French Civilization.—A, II. 3 s.h.—C\*, G.
    Mr. A. M. Webb
- **S340.** Seminar: Problem Course in French Civilization.—Students desiring to enroll in this course must present the equivalent of S240 or take course S240 concurrently. *D, II.* **3 s.h.**—*G.* MR. A. M. Webb

### GERMAN

- S1. Elementary German.—Grammar, with composition, simple reading, and spoken German. A, D, I (first three weeks). 3 s.h.—C.
  [Old number, S1<sup>a</sup>]

  MR. F. E. WILSON
- S2. Elementary German.—Grammar, reading, and translation. A, D, I (second three weeks). 3 s.h.—C. Mr. F. E. Wilson [Auditors desiring to attend S1 and S2 without taking credit are not required to pay full registration and tuition but are subject to the auditor's fee of ten dollars.]
  [Old number, S1<sup>b</sup>]
- S3. Second-Year German.—Reading and translation of easy German prose, lyrics, and ballads, with a systematic review of grammar and composition exercises based on the selections read. A, II. 3 s.h.—C. [Old number, S2<sup>a</sup>]

  MR. KRUMMEL
- S4. Second-Year German.—Reading and translation of narrative prose, a modern prose comedy, and one of Schiller's blank verse dramas. *D, II.*3 s.h.—*C*.

  [Old number. S2<sup>b</sup>]

# GREEK

S1-S2. Course for Beginners.—A, D, I. 6 s.h. Mr. Jernigan [This course is recommended especially for all teachers of Latin in the public schools who have not had opportunity to study Greek.]

# HISTORY

- S9. American History to 1828.—A rapid survey of the Colonial and Revolutionary periods followed by a more intensive study of the National period down to the beginning of Jackson's administration. B, II. 3 s.h.—C.

  [Old number, S9\*]
- **S91.** American History, 1828-1865.—A study of national expansion, sectional rivalry, railway extension, slavery, political parties, international relations, and the Civil War. D, II. 3 s.h.—C. Mr. Manchester [Old number, S9<sup>b</sup>]
- S101. Development of Western European Civilization to About 800 A.D.—This course is a study of the development in Western Europe of the familiar institutions and culture of modern society, as developed from ancient times down to the period of Charlemagne. B, I. 3 s.h.—C\*.

  MISS MACKAY
- S102. Development of Western European Civilization from 800 to 1500 A.D.—A continuation of course S101. By permission of the instructor properly qualified students may enter this course concurrently with S101. D, I. 3 s.h.—C\*. Miss Mackay

S208. The Institutional History of the Great Plains and the West, 1800-1920. This course deals with the special problems that confronted the American people when they emerged from the eastern timbered environment and took up life in the open and arid country of the West. Consideration will be given to the physical background. Emphasis is placed on the solution of the problems of dealing with the Plains Indians, fencing, cattle raising, dry farming and irrigation. The work will be conducted by lectures, extensive library reading, and discussion. A, II. 3 s.h.— $C^*$ , G.

Mr. W. P. Webb

S213. Recent History of the United States, 1890.—A, I. 3 s.h.—C\*, G.
MR. CALLCOTT

**S308.** The American Frontier, 1800-1850.—A course dealing with frontier life east of the Mississippi. Emphasis will be placed on the institutional life of the people as it was expressed in economic, social, political, and legal activities. The work will be conducted through lectures and special reports based on research by the students. D. II. 3 s.h.—G.

MR. W. P. WEBB

S321. Studies in the Diplomatic History of the United States.—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of South-American diplomatic relations and to investigate related topics in chosen fields from year to year. These fields are: (a) Independence movement of Latin America, (b) Latin-American Foreign Relations, (c) Sectionalism and American Foreign Relations. D, I. 3 s.h.—G.

MR. CALLCOTT

# LATIN

- S200. Vergil and His Age.—A literary and historical survey course in honor of the bimillennium of Vergil. Lectures, reports, and reading of selections of Vergil's poetry. A. I. 3 s.h.—C\*. G. Mr. Rosborough
- S219. Teachers' Course in Materials and Methods.—A study of Latin in the secondary school curriculum; elementary survey of Latin sounds, forms, and flexions. Prerequisite: twenty-four approved semester-hours of college Latin, including the equivalent of Latin 11, 12, 13, 14. A, II.

  3 s.h.—G. MR. ANDERSON
- **S323.** The Alexander Romance.—A study of the Alexander of history transformed into the Alexander of legend as seen in Julius Valerius and Leo Neapolitanus; Alexander's hero predecessors and his hero successors as a basis for the myth in the making; the Alexander Romance in its earliest form and content together with its ramifications, accretions, and modifications. Prerequisites: an undergraduate major in either Greek or Latin; students presenting an undergraduate major in Latin should present also a reading knowledge of Greek. B, II. 3 s.h.—G.

MR. ANDERSON

**S331.** Roman Historical Literature.—A reading course in original Latin sources as a basis for study and interpretation of movements and events of a specific period of Roman history. B. I. 3 s.h.—G.

Mr. Rosborough

# **MATHEMATICS**

S25. Differential Calculus.—B, I. 3 s.h.—C\*. [Old number, S3<sup>a</sup>]

MR. ELLIOTT

S30. Integral Calculus.—B, II. 3 s.h.—C\*. Mr. Patterson [Old number, S3b]

S201. History of Mathematics.—A study of the historical development of mathematics from 3000 B.C. up to the present time; a general survey of the development of elementary and college mathematics with sketches of the lives of the builders of the science; the evolution of the number system, arithmetic, geometry, calculus, and modern geometry. B, I. 3 s.h. — $C^*$ , G. Mr. W. W. Rankin [Old number, S12]

S204. The Teaching of Mathematics.—Designed primarily for those who intend to teach mathematics. Recent changes in methods of studying mathematics; careful study of the report of the national committee on "The Reorganization of Mathematics in Secondary Education"; wide investigation into the literature on mathematics; coördination of geometry and algebra in junior high school mathematics; etc. A, I. 3 s.h.—C\*, G.

MR. W. W. RANKIN [Old number, S13]

- S225. Theory of Equations and Determinants.—D, II. 3 s.h.—C\*, G.
  [Old number, S4\*]

  MR. PATTERSON
- **S239.** Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. A. I. 3 s.h.—C\*, G.

  MR. ELLIOTT
- S240. Advanced Calculus.—(Continuation of S239 above.)—A, II.

  3 s.h.—C\*, G.

  MR. ELLIOTT
- S280. Fourier's Series and Spherical Harmonics.—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. B, I. 3 s.h.—C\*, G.

  MR. MILES
- S281. Introductory Course in Potential Theory.—Elementary course in potential theory; fields of force; Newtonian potentials due to volume and surface distributions. Primarily for students who are interested in mathematical physics. D, I. 3 s.h.—C\*, G. Mr. MILES
- **S284.** Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. Prerequisite, Integral Calculus. B, II. 3 s.h.— $C^*$ , G.

MR. ELLIOTT

## PHYSICS

S1-S2. Preliminary Physics.—Lectures, recitations and individual laboratory work covering the fundamental phenomena of physics, a course substantially equivalent to the Physics I of the winter term. Two lectures, one recitation, and one laboratory period daily. I; schedule to be arranged. 8 s.h.—C. Mr. Edwards, Mr. Lothery, and Mr. Plaster [Old number, S1]

## **PSYCHOLOGY**

S101. Introduction to Psychology: General Principles.—Lectures, demonstrations, prescribed reading and reports. B, II. 3 s.h.—C.

MR. RHINE

[Old number, S1]

- **S203.** Advanced Experimental Psychology.—A laboratory course designed to give first-hand acquaintance with experimental technique and methodology. 2:30 to 5:30 daily, I. 3 s.h.—C\*, G. MR. ZENER
- S208. Psychology of Reasoning.—A course concerned with the nature of the reasoning processes in their various forms and levels. It will deal also with both the motivation and evaluation of reasoning and naturally includes a psychological interpretation of logic and epistemology. D, II.

  3 s.h.—C\*, G.

  MR. RHINE
- **S209.** Experimental Psychology and Theories.— An historical survey of experimental psychology, with a critical study of selected problems and theories. B, I. 3 s.h.— $C^*$ , G. Mr. Zener

# RELIGION: CHURCH HISTORY AND RELIGIOUS EDUCATION

- S268. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. Not open to students enrolled in Education S115. D, I. 3 s.h.—C\*, G.

  Mr. Spence
- S333. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Open for enrollment to students satisfying the instructor as to prerequisites. A, I. 3 s.h.—G.

MR. GARBER

**S334.** The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education and modern theological issues. Open only to students whose preparation is approved by the instructor. B, I. 3 s.h.—G.

MR. GARBER

### SOCIOLOGY

- **S101.** General Sociology.—An introduction to the scientific study of social life, its origin, evolution, and organization, as illustrated by a number of concrete social problems. A, I. 3 s.h.—C.\* MR. ELLWOOD
- S219. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. B, I. 3 s.h.— $C^*$ , G. Mr. Ellwoop

# **SPANISH**

- **S61.** Elementary Spanish.—Pronunciation, grammar, conversation, and reading of easy prose. *B*, *I*. **3 s.h.**—*C*.

  [Old number, S1<sup>\*</sup>]
- **S62.** Elementary Spanish.—Pronunciation, grammar, conversation, and reading of easy prose. *D, I.* **3 s.h.**—*C*.

  [Old number, S1<sup>b</sup>]
- S63. Second-Year Spanish.—Thorough review of grammar, with exercises in composition, conversation, and dictation. A, II. 3 s.h.—C.

  MR. LISTER

[Old number, S2<sup>a</sup>]

**S64.** Second-Year Spanish.—Reading and translation; exercises in conversation and dictation. *D, II.* **3 s.h.**—*C*.

[Old number. S2<sup>b</sup>]

[For Public School Drawing, Industrial Art, and Music, and for courses in Physical and Health Education, see pages 29 and 30, this bulletin.]

#### Announcement

# JUNALUSKA SUMMER SCHOOL, Inc.

(Affiliated with Duke University)

Lake Iunaluska, N. C.

# INSTRUCTORS

# BENJAMIN GUY CHILDS,

(Duke University).

A.B., A.M., University of Virginia; University of Virginia, 1921-22;

EDUCATION, SOCIOLOGY.

# HUGO LEANDER BLOMOUIST.

(Duke University).

B.S., The University of Chicago; Pasteur Institute, 1919;
Ph.D., University of Chicago;
BIOLOGY AND HYGIENE.

# WILLIAM IVEY CRANFORD.

(Duke University),
A.B., Duke; Ph.D., Yale;
PSYCHOLOGY.

# IONE HENDERSON DUNN.

(Asheville Normal College),
Graduate, North Carolina College for Women; M.Ed., Duke;
EDUCATION.

#### ROBERT TAYLOF DUNSTAN.

(Greensboro College for Women)
A.B., Duke; A.M., Ph.D., University of Wisconsin;
SPANISH.

# BELLE CURRIN GHOLSON.

(Durham High School),
A.B., A.M., Duke;
EDUCATION.

# JAMES McFATE GODARD.

(Duke University),
A.B., Park; A.M., Duke;
EDUCATION.

# QUINTON HOLTON,

(Head of Department of History, Durham High School),
A.B., Duke; The University of Chicago, 1921-23;
HISTORY

# EDWIN RAY HUNTER.

(Maryville College),

A.B., Maryville College; M.A., Ph.D., The University of Chicago; ENGLISH.

# WILLIAM CHARLES McCALL,

(University of South Carolina),

A.B., A.M., University of South Carolina; The University of Chicago, 1926-27;
EDUCATION

# HIRAM EARL MYERS.

(Duke University),

A.B., Duke; S.T.B., S.T.M., Boston University;
BIBLICAL LITERATURE.

# IDA WOODROW PENNEY.

(Virginia State Teachers College, Farmville),
A.B., Winthrop; A.M., Columbia;
PRIMARY EDUCATION.

# ROBERT LEMUEL WIGGINS.

(Weslevan College).

A.B., A.M., Emory University, Ph.D., University of Virginia; ENGLISH.

# BUSINESS MANAGER

JAMES R. BOYD, Waynesville, North Carolina.

# CALENDAR

The Junaluska Summer School, Inc., will open June 12 and will close July 21. Recitations will be held five days in the week, all Mondays except June 29 and July 13 being holidays. Saturday, July 4, will be observed as Independence Day.

#### REGISTRATION

Monday, June 8, is reserved for the registration of students from Haywood County. Thursday, June 11, is registration day for all other students. This day, between the hours of 9 A.M.

and 5 P.M., will be allowed for students to matriculate, select courses, and make arrangements concerning board and lodging. Regular classes will meet at 8:15, Friday morning, and recitation work will begin at once. Students are advised against late entrance since this very seriously affects school work as well as credits that may be obtained.

All applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina State elementary will be accepted from teachers with two or more years of experience. Certificates of high school graduation and other credentials should be submitted to the Director at the time of registration.

# COURSES OFFERED

Professional courses are offered for teachers in elementary schools, teachers of primary grades and of grammar grades, and teachers of high school subjects.

For qualified college students, including high school graduates who may wish to begin their college course in the summer instead of waiting until September, instruction will be offered in education, English, Biblical literature, biology, history, Spanish, and psychology. Credit is allowed toward the A.B. degree at Duke University for these courses, and credit towards the A.M. degree is allowed for the course in field botany.

# COURSE IN FIELD BOTANY

A special course in field botany will be offered to public school teachers of nature study, high school teachers of botany and biology, and to qualified college students. The course is unique in that it will consist of a careful survey of the plant life found in the mountains of western North Carolina. Frequent excursions and field trips will be made to Mount Mitchell, Mount Pisgah, the famous Pink Beds, and other sections abundant in unusual flora. A considerable amount of time will be spent in the new Great Smoky Mountain National Park area.

High school teachers and elementary school teachers of botany and related subjects will find ample opportunity for extensive study in this attractive field with either undergraduate or graduate credit.

# ROOM AND BOARD

The hotels and lodging places on the Southern Assembly Grounds at Lake Junaluska have guaranteed summer school students board and room at the special rate of \$10.00 per week, with bed-linen furnished. Room and board will be provided at the same rate in the Mission Building, the Summer School head-quarters, for a limited number of early applicants. Further information relative to board and room may be obtained by addressing J. R. Boyd, Business Manager, Waynesville, North Carolina, or R. E. Nollner, The Southern Assembly, Lake Junaluska, N. C.

## FEES AND EXPENSES

Tuition charge for college students other than teachers is \$10.00. Teachers are exempt from tuition. The registration fee, paid by every student, is \$20.00. Expenses may therefore be estimated as follows:

Registration\$ Room and Board	
Library and Recreation Fee	2.00
	82.00

To this should be added about \$5.00 for books and probably \$5.00 for miscellaneous expenses, besides the tuition charge for students other than teachers.

# **COURSES OF INSTRUCTION**

# EDUCATION

- **S8.** The Learning Process.—A course in elementary educational psychology. *Period D*. Mr. Godard
- S10. Introduction to Teaching.—A survey of the work of the teacher. The course treats: The qualifications and training of teachers, nature and aims of education, nature and purpose of school curricula, modern classroom procedure in teaching. Period A. Miss Dunn
- 62P. Nature Study.—The function, aim, and place of nature study in the school. Consideration of such content as observational effects of weather changes, climate, and seasons on nature and life; certain physiographic changes and features; some acquaintance with the out-of-doors, common birds, butterflies, insects, trees and flowers. Daily, second period.

  MR. BLOMOUIST
- 67P. Primary Curriculum.—The aims and objectives of education in the primary grades; subject matter and school activities necessary to obtain these aims and objectives; study of the State Course of Study; organization of the primary curriculum; the place of projects and child activities. Daily, fourth period.

  MISS PENNEY
- 726. The Teaching of Geography.—Type studies of North America, with major emphasis upon the United States, to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. Daily, first period.

  MRS. GHOLSON
- S102. Primary Methods in Language and Reading.—A study of materials and methods in the mother-tongue. Not open for enrollment to students who have had credit for course 23P or 35P of the North Carolina "Uniform Curricula." Daily, third period.

  MISS PENNEY
- S117. Grammar-Grade Methods in Geography and History.—The fundamental purposes in the teaching of geography and history; aims and values; type lessons and organizing subject-matter. *Period D*.

MISS DUNN

- S105. Introduction to Educational Sociology.—Principles of sociology necessary to an understanding of the school as a social institution; a consideration of such topics as social forces, social processes, and social problem; particular emphasis upon the study of the school as a coördinating and correlating agency in society. *Period B.* Mr. Godard [Old number, S5\*]
- S113. High School Administration and Supervision.—Intended for principals and teachers. The principles of secondary education applied to the solution of practical problems of the high school. Special investigations, readings, and reports. Period D.

  [Old numbers, S64 and S16]

S116. General Methods for Secondary Schools.—Class-room management and discipline; the teacher's use of the question; the project and how to organize it; the socialized recitation; supervised study; etc. *Period A.*MR. McCall

[Old number, S10<sup>b</sup>]

- S142. Children's Literature.—A critical study of literature for primary grades; types of literature; Mother Goose, nonsense and fairy tales, fables, myths, legends, nature stories, poetry, etc.; story telling, principles underlying and practice; bibliographies and use of the library. Daily, first period.

  MISS PENNEY [Old number, English 74P]
- S176. The Teaching of Science in High Schools.—Discussion, based upon lectures and collateral reading, of aims, tests for values, the curriculum, class-room procedure, lesson-planning, etc. in secondary-school science. Period B.

  MR. CHILDS

#### MISCELLANEOUS SPECIAL COURSES FOR ELEMENTARY TEACHERS

Geography 83X. Types of Industry.—A study of the major industries in the United States; the economics of such industries as agriculture, mining, manufacturing, transportation, and banking emphasized. Daily, fifth period.

Mrs. Gholson

91X. Social Problems.—This course will concern itself with social principles and problems. It will make an intensive study of such problems as dependency, delinquency, and defectiveness; charities and corrections. Period B.

MR. McCall

History 94X. Citizenship.—A study of the organization, growth, and practical workings of national, state, and local government in the United States. The course is intended to serve as a background for the work of teachers of citizenship courses in the public schools. Daily, second period.

MRS. GHOLSON

#### BIBLICAL LITERATURE

- S103. The Prophets of the Old Testament.—A general study of the history and nature of Hebrew prophecy; a detailed study of the message of the outstanding pre-exilic literary prophets. *Period B*. Mr. Myers
- S115. The Life of Jesus.—An attempt to discover the consciousness, purpose, and significance of Jesus as set forth in the Synoptic record.

  MR. MYERS

(Students who have credit for Bible 1 at Duke University may enter S103, S115. Students who have not had Bible may be admitted by permission of the instructor to take these two courses as a substitute for Bible 1.)

# BOTANY

S25. Field Botany.—The aim of this course is to present to the students a first-hand knowledge of plants in their native habitats. The field work will be done in the mountain areas of Western North Carolina and will include the Pisgah Forest and Smoky Mountain sections. The course will consist of practice in the identification of plants in the field and a study of their natural history and associations. Field trips daily, also lectures, readings, reports, etc. Credit, 4 or 6 semester-hours for A.B. or A.M. degree. Hours to be arranged.

MR. BLOMQUIST

## **ENGLISH**

- SL2<sup>a</sup>. Prose Literature.—Reading and study of selected works of the best writers of prose; lectures on the lives of the authors studied; the periods of literary history; origin and growth of the various types of prose literature, with emphasis upon the novel. Credit, 3 semester-hours. Period D.

  MR. WIGGINS
- S124. Shakespeare's Tragedies.—Reading and study of Macbeth, Hamlet, Lear, Othello, and at least one other tragedy, with emphasis upon interpretation of character and development of the tragic theme. Period B.
- S137. American Poetry.—Selections from the works of eight or ten principal figures in American poetry, with emphasis upon principal articles of thought and characteristic manner of expression. Period D.

  MR. HUNTER
- S142. The Teaching of Literature and Composition in the High School.—Consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of literature, the planning of the high-school course, and the study of the most important English classics in the high school curriculum. Period A.

Mr. WIGGINS

#### HISTORY

**S9.** American History to 1829.—A survey of the Colonial and Revolutionary periods followed by more intensive study of the Constitutional period down to the beginning of Jackson's administration. A course designed to meet the needs of elementary teachers. *Period A*.

MR. HOLTON

**S91.** American History, 1830-1865.—A study of national expansion, sectional rivalry, slavery, political parties, international relations, and the Civil War. Text, lectures, readings, and reports. *Period D*.

Mr. Holton

# **PSYCHOLOGY**

S14°. Child Psychology.—The outstanding characteristics of children of the primary and grammar-school ages; their bodily growth and development and its sensitiveness to their environment; their characteristic ways of knowing, feeling, and acting; and the best methods and materials for stimulating and guiding development. Text-book, discussions, and exercises. Period B.

MR. CRANFORD

S14°. General Psychology for Teachers.—A survey of the principles of general psychology that are peculiarly applicable to the practical work of the teacher. Period D.

MR. CRANFORD

## **SPANISH**

S2\*. Second-Year Spanish.—Thorough review of grammar, with exercises in composition, conversation, and dictation. Credit, 3 semester-hours. Period A.

MR. DUNSTAN

S2<sup>b</sup>. Second-Year Spanish.—Reading and translation; exercises in conversation and dictation. Credit, 3 semester-hours. Period B.

Mr. Dunstan

## RESERVATION IN ADVANCE

Students should enroll as promptly as possible. Application for reservation may be made by sending the enclosed application blank properly filled in to B. G. Childs, Director, Duke University, Durham, N. C. A part payment of \$5.00 on the registration fee should be enclosed with the application; checks should be made to J. R. Boyd, Business Manager.

#### Announcement

# JUNALUSKA SCHOOL OF RELIGION

## INSTRUCTORS

ELBERT RUSSELL, A.B., A.M., Ph.D.,

Dean of the School of Religion and Professor of Biblical Interpretation,

Duke University.

WILLIAM CLAYTON BOWER, A.B., A.M.,

Professor of Religious Education,

The University of Chicago.

GILBERT THEODORE ROWE, A.B., D.D., Litt.D.,

Professor of Christian Doctrine,

DUKE UNIVERSITY.

ANDREW SLEDD, A.B., A.M., Ph.D., LL.D., D.D., Professor of Greek and New Testament Literature, Emory University.

HERSEY EVERETT SPENCE, A.B., A.M., B.D.,

Professor of Religious Education,

Duke University.

SAMUEL M. ZWEMER, A.B., A.M., D.D., LL.D., Professor of the History of Religion and Missions,
PRINCETON THEOLOGICAL SEMINARY.

# CALENDAR: SCOPE OF WORK

The fourth session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 20 to August 29, 1931. It will be conducted under the joint management of Duke University and the Board of Christian Education with the coöperation of the Board of Missions and other boards of the Methodist Episcopal Church, South.

The purpose is to conduct a Summer School of Religion to meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school

is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees and for the preliminary work toward the A.M. degree in the School of Religion.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to add credits looking toward the securing of university degrees.

# COURSES

Courses will be offered meeting five times a week for eighty-minute periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University. Two such courses may be taken by each student. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and who are ranked as incoming seniors in college.

#### GROUP I

## FOR COLLEGE UNDERGRADUATES

- Course 1. The Life of Jesus.—An historical study based on the Gospel of Mark.

  Professor Sledd
- Course 3. The Hebrew Prophets.—The beginnings of prophecy in Israel, the historical background and personal experience of the prophets of the Eighth Century, their books and teaching.

  Professor Russell
- Course 5. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualification and training of candidates, education and other selected problems.

  Professor Zwemer
- Course 7. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at different stages of character development. Emphasis on story material and modern religious poetry.

  PROFESSOR SPENCE

# GROUP II

FOR COLLEGE GRADUATES
(AND FOR COLLEGE SENIORS)

- Course 2. The Life of Paul.—An historical study based on the Pauline Epistles and the Acts of the Apostles.

  PROFESSOR SLEDD
- Course 4. The Wisdom Literature of the Old Testament.—A study of the origin, purpose and character of the wisdom movement and of the books: Proverbs, Job, Ecclesiastes, Ecclesiasticus, and Wisdom.

PROFESSOR RUSSELL

Course 6. Character Education.—Factors that determine character; an analysis of techniques of character, education in the light of modern educational trends; the function of religion in character.

PROFESSOR BOWER

- Course 8. Types of Teaching Religion.—A comparative study of techniques used in teaching religion, together with an evaluation of these techniques from the viewpoint of modern trends in religion and education.

  PROFESSOR BOWER
- Course 10. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school.

  PROFESSOR SPENCE
- Course 12. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of religious thought and experience of the present age.

  PROFESSOR ROWE
- Course 14. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded.

  Professor Rowe
- Course 16. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today.

PROFESSOR ZWEMER

# ADDITIONAL INFORMATION

A general matriculation fee of \$5.00 is due at time of registration and a special fee of \$5.00 in each course for which the student registers.

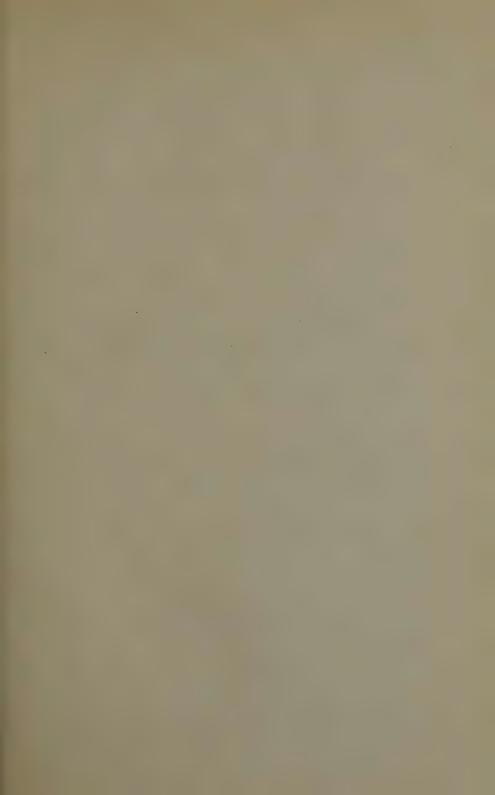
Students are of course responsible for their own arrangements for board and room. Those desiring to engage room and board in the Sunday School Dormitory should write A. L.

Dietrich, 810 Broadway, Nashville, Tennessee. Those desiring to room elsewhere should write to Ralph E. Nollner, Lake Junaluska, North Carolina.

All the sessions of the school will be held in the Sunday School Building at the west end of Lake Junaluska.

Academic matters will be in charge of the faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address W. M. Alexander, the Board of Christian Education, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar, School of Religion, Duke University, Durham, North Carolina.





## BULLETIN

OF

# **DUKE UNIVERSITY**

Vol. 3

MARCH, 1931

No. 3

## UNDERGRADUATE INSTRUCTION

(Trinity College and the Woman's College)



## 1930-1931 ANNOUNCEMENTS FOR 1931-1932

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.
UNDER ACT OF AUGUST 24, 1912

#### ANNUAL CATALOGUES AND BULLETINS

For catalogue of Undergraduate Instruction, apply to *The Secretary*, Duke University, Durham, N. C.

For General Catalogue of Duke University apply to The Secretary, Duke University, Durham, N. C.

For catalogue of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

For bulletin of The Department of Engineering, apply to The Secretary, Duke University, Durham, N. C.

For bulletin of The School of Law, apply to The Dean of the School of Law, Duke University, Durham, N. C.

For bulletin of The School of Medicine, apply to The Dean of the School of Medicine, Duke University, Durham, N. C.

For bulletin of The School of Nursing, apply to The Dean of the School of Nursing, Duke University, Durham, N. C.

For bulletin of The School of Religion, apply to The Registrar of the School of Religion, Duke University, Durham, N. C.

For bulletin of The Summer Schools, apply to The Director of the Summer Schools, Duke University, Durham, N. C.

# DUKE UNIVERSITY



## UNDERGRADUATE INSTRUCTION

(Trinity College and the Woman's College)

1930-1931

ANNOUNCEMENTS FOR 1931-1932

DURHAM, NORTH CAROLINA 1931



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## UNIVERSITY CALENDAR

1931		
June	11.	Thursday—Registration of students for Summer School, first term.
June	12.	Friday—Instruction begins for Summer School, first term.
July	4.	Saturday—Independence Day-A holiday.
July	21-22.	Tuesday, Wednesday—Final Examinations for Summer School, first term.
July	23.	Thursday—Instruction begins for Summer School, second term.
Aug.	29, 31.	Saturday, Monday—Final Examinations for Summer School, second term.
Sept.	9.	Wednesday, 9 A.M.—Assembly for all freshmen. Freshman orientation program begins.  10 A.M.—Entrance examinations for students not admitted by certificate.
Sept.	12.	Saturday, 4 P.M.—First regular faculty meeting of the academic year.
Sept.	14.	Monday—Freshman instruction begins.
Sept.	15.	Tuesday—Registration and matriculation of new students with advanced standing.
Sept.	16.	Wednesday—Formal opening of college. Registration of matriculated students.
Sept.	17.	Thursday—Instruction for sophomores, juniors, and seniors begins.
Sept. 17	, 18, 19.	Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M., Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students.
Nov.	11.	Wednesday—Armistice Day—Part holiday—Public exercises.
Nov.	26.	Thursday—Thanksgiving Day—A holiday.
Dec.	11.	Friday—Duke University Day—Not a holiday.
Dec.	22.	Tuesday, 1 P.M.—Christmas recess begins.
1932		
Jan.	5.	Tuesday, 8:30 A.M.—Instruction is resumed.
Jan.	20.	Wednesday-Mid-year examinations begin.
Jan.	30.	Saturday—Last day for matriculation for second semester.

#### DUKE UNIVERSITY

Feb.	1. Monday—Second semester begins.
Feb.	<ol> <li>Monday—Last day for submitting subjects for graduating orations.</li> </ol>
Feb.	<ol> <li>Monday—A holiday—Civic celebration in honor of Washington's birthday.</li> </ol>
Mar.	30. Wednesday—Last day for submitting orations for Wiley Gray Contest.
Mar.	24. Thursday, 4 P.M.—Easter recess begins.
Mar.	29. Tuesday, 8:30 A.M.—Instruction is resumed.
Apr.	<ol><li>Friday—Last day for selection of courses for ensuing year.</li></ol>
May	26. Thursday—Final examinations begin.

June	5.	Sunday-President's	s address	to g	raduating	class.
Tune	6.	Monday-Annual m	neeting of	the	Board of	Trust

6. Monday-Annual meeting of the Board of Trustees. 6. Monday—Annual meeting of the Alumni and Alum-

Tune nae Councils. June

6. Monday evening-Graduating orations.

7. Tuesday morning-Commencement sermon. Tune

Tune 7. Tuesday-Alumni Day-Class Reunions. Afternoon-Alumni Address-meeting the Alumni Association.

> Afternoon-Alumnae Address-meeting of the Alumnae Association.

7. Tuesday evening-Reception in honor of the gradu-Tune ating class.

8. Wednesday morning-Commencement address; gradu-June ating exercises.

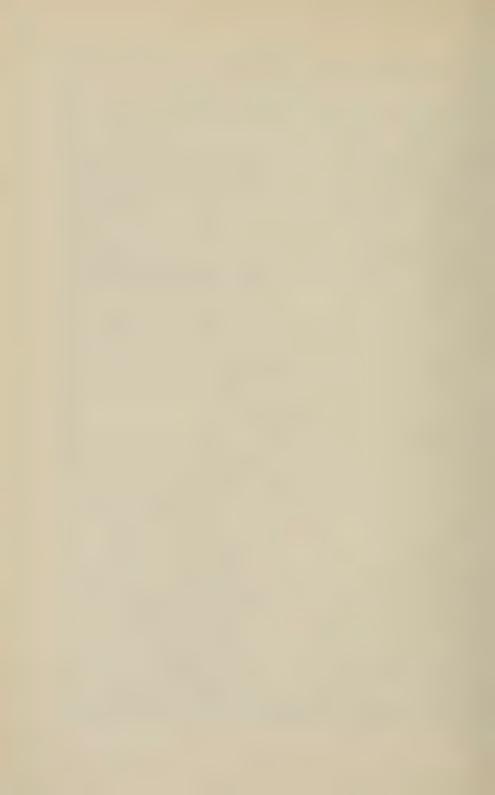
Tune 8. Wednesday afternoon at sunset-Lowering of the Flag by the graduating class.

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RAMSEY, SARAH WRAY, R.N. Resident Nurse

Duke University East Campus

PEMBERTON, MARY NORCUTT, MRS. Hostess

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113 Watts Street

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113 Watts Street

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Social Director of the Woman's College Head of Joseph G. Brown House

Alspaugh House

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ANDERSON, ELIZABETH, A.B., A.M. Bassett House Assistant to the Dean of the Woman's College

Head of Bassett House

KESTLER, MARY, A.B. Head of Pegram House Pegram House

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Tyree, William Allen, A.B. Powe Apartments, Buchanan Road Director in the Business Division

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The date denotes the first year of service.

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  - † On leave of absence, 1930-1931.

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\* Service begins September, 1931. ‡ Service begins July, 1931.

<sup>†</sup> On leave of absence, 1930-1931.

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FORBUS, WILEY DAVIS, (1930) A.B., M.D. Hope Valley Professor of Pathology

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\*Frey, Alexander Hamilton, A.B., M.A., LL.B., J.P.D. Visiting Professor of Law 1931-1932 Duke University

\* Service begins September, 1931.

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Duke University

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GLASSON, WILLIAM HENRY, (1902) Ph.B., Ph.D. 710 Buchanan Road Professor of Political Economy and Social Science

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303-4 Faculty Apartments, East Campus

Gohdes, Clarence, (1930) A.B., A.M. Assistant Professor of English

216 Faculty Apartments, East Campus

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†Hamblin, Donald, (1931) A.B., M.D. Duke Hospital Instructor in Obstetrics and Gynecology

\* Service begins September, 1931.

† Service begins July, 1931.

- †HAMILTON, EARL JEFFERSON, (1927) B.S., A.M., Ph.D. Professor of Economics Duke University
- HANSEN-PRIISS, OSCAR CARL EDWARD, (1930) A.B., M.D. Assistant Professor of Medicine Hope Valley
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  - † On leave of absence, 1930-1931. \* Service begins July, 1931. \*\* Service begins September, 1931. ‡ On leave of absence, spring 1931.

JORDAN, ARCHIBALD CURRIE, (1925) A.B., A.M.

Assistant Professor of English Faculty Club, East Campus

JORDAN, BRADY RIMBEY, (1927) Litt.B., Ph.D. 2409 Club Boulevard Professor of Romance Languages

Kirkwood, Marion Rice, (1930) A.B., J.D. 102 Markham Avenue Visiting Professor of Law 1930-1931

Korstian, Clarence Ferdinand, (1930) B.S.F., M.F., M.A., Ph.D. Professor of Silviculture 411 N. Gregson Street

KRUMMEL, CHARLES ALBERT, (1922) Ph.B., Ph.M., Ph.D.

Professor of German 2118 Englewood Avenue

Landon, Charles Edward, (1926) A.B., A.M., Ph.D. 903 6th Street
Assistant Professor of Economics and Economic Geography

†LANNING, JOHN TATE, (1928) A.B., A.M., Ph.D. Duke University Instructor in History

LAPRADE, WILLIAM THOMAS, (1909) A.B., Ph.D.

Professor of History 1108 Mommouth Avenue

LUNDHOLM, HELGE, (1930) Ph.D. 1118 N. Duke Street
Associate Professor of Psychology

MACKAY, DOROTHY LOUISE, (1930) A.B., M.A., Docteur de L'Université de Paris 114 Faculty Apartments, East Campus Assistant Professor of History

MACKLER, HYMAN, (1930) A.B., A.M.

Instructor in Physiology and Pharmacology

Duke University

Maggs, Douglas Blount, (1930) A.B., J.D., S.J.D. Hope Valley Professor of Law

Manchester, Alan Krebs, (1929) A.B., A.M., Ph.D.

Instructor in History 113 Faculty Apartments, East Campus

MARKHAM, CHARLES BLACKWELL, (1909) A.B., A.M.

Professor of Mathematics 204 Dillard Street

MARTIN, ELSIE WILSON, MRS., (1930) A.B., M.S.

Professor of Dietetics Faculty Apartments, East Campus

MATHEWS, RALPH THOMPSON, (1930) B.S. 1209 Virginia Avenue Instructor in Mechanical Engineering

MAUGHAN, WILLIAM, (1931) B.S., M.F.

Assistant Professor of Forestry

2307 Club Boulevard

\*McBryde, Angus, (1931) A.B., M.D. Duke Hospital Instructor in Pediatrics

McCloy, Shelby Thomas, (1927) A.B., M.A., B.A., B.Litt.

Instructor in History 909 Gregson Street

<sup>†</sup> On leave of absence, 1930-1931. \* Service begins July, 1931.

McCrea. Forrest. (1930) M.S., Ph.D. Associate Professor of Physiology

Duke University

McDermott, Malcolm, (1930) A.B., LL.B. Professor of Law

1011 Dacian Avenue

†McDougall, William. (1927) B.A., M.B., M.A., D.Sc., Litt.D. Professor of Psychology Duke University

MILES, EDWARD ROY CECIL. (1929) B.S., M.A., Ph.D. Assistant Professor of Mathematics

118 Faculty Apartments, East Campus

MILLER, JUSTIN, (1930) A.B., LL.B., J.D. Professor of Law

Duke University West Campus

MITCHELL, FRANK KIRBY, (1926) A.B., A.M. 1008 W. Trinity Avenue Associate Professor of English

Myers, Hiram Earl, (1926) A.B., S.T.B., S.T.M. 203 Watts Street Professor of Biblical Literature

INELSON, ERNEST WILLIAM, (1926) A.B., A.M., Ph.D. Duke University Assistant Professor of History

NIELSEN, WALTER McKINLEY, (1925) B.S., Ph.D. Assistant Professor of Physics

901 Mangum Street 301 Watts Street

ORMOND, JESSE MARVIN, (1923) A.B., B.D. Professor of Practical Theology

\*Osborne, George Edward, A.B., LL.B., S.J.D. Visiting Professor of Law 1931-1932

Duke University

PATTERSON, EARL BACHMAN, (1920) A.B., A.M. Assistant Professor of Mathematics

1024 Monmouth Avenue 214 Swift Avenue

PATTON, LEWIS, (1926) A.B. Assistant Professor of English

PEARSE, ARTHUR SPERRY, (1926) B.S., A.M., Ph.D. Hope Valley Professor of Zoölogy

Peppler, Charles William, (1912) A.B., Ph.D. 406 Buchanan Road Professor of Greek

PERLZWEIG, WILLIAM, (1930) B.S., A.M., Ph.D. Professor of Biochemistry

Hope Valley

Persons, Elbert Lapley, (1930) A.B., M.D. 3107 Duke Hospital Instructor in Medicine

PROCTOR, ARTHUR MARCUS, (1923) A.B., A.M., Ph.D. Professor of Education Beverly Apartments

RANKIN, ROBERT STANLEY, (1927) A.B., A.M., Ph.D. Associate Professor of Political Science 1007 W. Trinity Avenue

<sup>†</sup> On leave of absence, spring 1931. ‡ On leave of absence, 1930-1931. \* Service begins September, 1931.

RANKIN, WILLIAM WALTER, JR., (1926) B.E., M.A.

Professor of Mathematics 1011 Gloria Avenue

RATCHFORD, BENJAMIN ULYSSES, (1928) A.B., A.M.

\*Instructor in Economics\*\* 118 Faculty Apartments, East Campus

REEVES, ROBERT JAMES, (1930) A.B., M.D. 1004 Markham Avenue
Assistant Professor of Roentgenology

RHINE, JOSEPH BANKS, (1927) B.S., M.S., Ph.D. Nation Avenue
Assistant Professor of Psychology

RIPPY, JAMES FRED, (1926) A.B., A.M., Ph.D. Forest Hills Professor of History

ROBERTS, CHRISTOPHER, (1929) B.S., A.M., Ph.D. Assistant Professor of Economics

101 Faculty Apartments, East Campus

Rosborough, Ruskin Raymond, (1925) A.B., A.M., Ph.D., Docteur en philologie Classique, Louvain.

Professor of Latin Faculty Club, East Campus

Ross, Robert Alexander, (1930) B.S., M.D. 214 Swift Avenue Assistant Professor of Obstetrics and Gynecology

Rowe, Gilbert Theodore, (1928) A.B., D.D., Litt.D. 212 Watts Street Professor of Christian Doctrine

Ruffin, Julian, (1930) A.B., M.A., M.D.

Assistant Professor of Medicine Number 3 Manchester Apartments

Russell, Elbert, (1926) A.B., A.M., Ph.D. 811 Vickers Avenue Professor of Biblical Interpretation

SAYLOR, JOHN HENRY, (1928) A.B., A.M., Ph.D. 910 Broad Street Instructor in Chemistry

Schealer, Samuel Raymond, (1927) E.E., M.S. Hope Valley Professor of Electrical Engineering

SEELEY, WALTER JAMES, (1925) E.E., M.S. 1007 Urban Avenue Professor of Electrical Engineering

SHANDS, ALFRED RIVES, JR., (1930) B.A., M.D. 1001 Lamond Avenue Assistant Professor of Orthopedics

Shears, Lambert Armour, (1927) A.B., A.M., Ph.D.

Instructor in German 917 Green Street

SHIELDS, JOHN HERMAN, (1926) A.B., A.M.

Assistant Professor of Accounting Faculty Club, East Campus

Shryock, Richard Harrison, (1925) B.S., Ph.D.

Associate Professor of History 1019 W. Trinity Avenue

SMITH, DAVID TILLMAN, (1930) A.B., M.D. Duke University

Associate Professor of Medicine

SMITH, SUSAN GOWER, (1930) A.B., M.A. Duke University

Instructor in Biochemistry

Spears, Marshall Turner, (1927) A.B., A.M. 501 Watts Street Lecturer in Law

Spence, Bessie Whitten, Mrs., (1929) A.B., A.M., B.D. Hope Valley Instructor in Biblical Literature

Spence, Hersey Everett, (1918) A.B., A.M., B.D. Hope Valley Professor of Biblical Literature and Religious Education

STANBURY, WALTER ALBERT, (1929) A.B., D.D.

Professor of Practical Theology 516 West Chapel Hill Street

STEINHAUSER, FREDERICK EDWARD, (1923) A.B., A.M.

Instructor in Romance Languages 7 Bickett Apartments

Swett, Francis Huntington, (1930) A.B., M.A., Ph.D. Hope Valley Professor of Anatomy

TAYLOR, HAYWOOD, (1930) B.S., M.S., Ph.D. Forest Hills

Assistant Professor of Biochemistry

THOMAS, JOSEPH MILLER, (1930) A.B., Ph.D. Assistant Professor of Mathematics

House D, 112 Craven Quadrangle

Towe, William Thompson, (1924) A.B. 624 Club Boulevard
Assistant Professor of Business Law

VANCE, MARY HENDREN, MRS., (1926) A.B., A.M. Assistant Professor of English

305 Faculty Apartments, East Campus

VIETH, PAUL HERMAN, (1931) A.B., B.D., Ph.D.

Visiting Professor of Religious Education, 1931

Duke University

VOLLMER, CLEMENT, (1926) A.B., A.M., Ph.D.

Professor of German

Duke University West Campus

Vosburgh, Warren Chase, (1928) B.S., M.S., Ph.D.

Assistant Professor of Chemistry 2315 Englewood Avenue

WADE, WALLACE, (1931) A.B.

Director of Athletics

402 Buchanan Road

Walker, Thomas Tipton, (1931) B.S., M.S., M.D. Duke University Instructor in Pathology

Walton, Loring Baker, (1929) Lic. ès L. 2411 Club Boulevard
Assistant Professor of Romance Languages

WANNAMAKER, WILLIAM HANE, (1904), A.B., A.M., Litt.D.

Professor of German Duke University West Campus

WAY, VERNON ELGIN, (1930) A.B., A.M., M.A.

Assistant Professor of Greek 1008 Monmouth Avenue

Webb, Albert Micajah, (1903) A.B., A.M. 1017 Trinity Avenue Professor of Romance Languages

West, Alfred Thurber, (1930) B.S.

\*\*Instructor in English\*\* 202 Faculty Apartments, East Campus

White, Marie Anne, Mrs., (1930) A.B., A.M. Hope Valley Instructor in English

WHITE, NEWMAN IVEY, (1919) A.B., A.M., Ph.D. Hope Valley Professor of English

WIDGERY, ALBAN GREGORY, (1930) B.A., M.A. 303 Union, West Campus Professor of Philosophy

WILSON, FREDERICK ELIPHAZ, (1923) A.B., A.M. 1004 Urban Avenue Assistant Professor of German

WILSON, ROBERT NORTH, (1910) A.B., M.S. 822 Third Street Professor of Chemistry

WILSON, ROBERT RENBERT, (1925) A.B., A.M., Ph.D.

Professor of Political Science 602 W. Chapel Hill Street

Wolf, Frederick Adolphus, (1927) A.B., A.M., Ph.D.

Professor of Botany 807 Second Street

Woody, Robert Hilliard, (1929) Ph.B., A.M., Ph.D.

Instructor in History 901 Sixth Street

Young, Edward Hudson, (1923) A.B., A.M. Beverly Apartments
Assistant Professor of Romance Languages

ZENER, KARL EDWARD, (1928) A.B., A.M., Ph.D. Nation Avenue
Assistant Professor of Psychology

## INSTRUCTIONAL STAFF WITHOUT SEAT IN THE GENERAL FACULTY

Anderson, Charles Roberts, (1930) A.B., A.M.

Instructor in English 216 Faculty Apartments, East Campus

BAKER, ELEANOR USSHER, (1930) A.B. Duke Hospital Instructor in English in School of Nursing

BATCHELDER, MARION FRANCES, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision

Bean, Ruth, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision

Bolich, Lilian Harrison, Mrs., (1929) A.B., A.M., Ph.D.

Instructor in Chemistry 217 Faculty Apartments, East Campus

Bridgers, Furman Anderson, (1926) A.B., A.M. 1104 Watts Street Instructor in Romance Languages

CREAGER, DON BAKER, (1930) B.S., M.S. Green Street Instructor in Botany

Davis, Gifford, (1930) A.B., A.M.

Instructor in Romance Languages

307 Faculty Apartments, East Campus

- Dressel, Francis George, (1929) B.S., M.S.

  Instructor in Mathematics House O, 209 Kilgo Quadrangle
- EPPERSON, JEFFE HARRISON, (1930) B.S. 1202 Mangum Street Instructor in Preventive Medicine and Public Health
- GODARD, JAMES McFATE, (1930) A.B., A.M. 811 Second Street Instructor in Education
- GRANT, LOUISE, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision
- GREENWOOD, JOSEPH, (1930) A.B. A.M. Nation Avenue Instructor in Mathematics
- GREGORY, GEORGE MACKENDRICK, (1927) A.B., A.M. 611 Watts Street Instructor in English
- HAGAN, CHARLES BANNER, (1930) A.B., A.M.

  Instructor in Economics House P, 207 Kilgo Quadrangle
- Janney, Emily, (1931) R.N. Duke Hospital Instructor in Nursing Administration and Supervision
- KIEFER, FELIX, (1931) Ph.D. Duke University

  Lecturer in Chemistry
- Lawlor, Nancy Lindsay, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision
- LAXTON, AUGUSTA, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision
- LEMERT, BEN FRANKLIN, (1930) B.S.E., M.A. 1007 W. Trinity Avenue Instructor in Economic Geography
- MABRY, WILLIAM ALEXANDER, (1930) A.B., A.M.

  \*Instructor in History\*\* House P, 212 Kilgo Quadrangle\*\*
- MAXWELL, WILLIAM CARY, (1930) A.B., A.M.

  Instructor in German House O, 306 Kilgo Quadrangle
- McCutcheon, Ernest Parrish, (1930) D.D.S. Beverly Apartments Instructor in Dentistry
- NELSON, HULDA GERTRUDE, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision
- NICHOL, ARCHIBALD JAMIESON, (1930) A.B., M.A.

  Instructor in Economics 12 Bickett Apartments
- PACE, DONALD METCALF, (1930) B.S., M.A. Duke Hospital Instructor in Biology
- PARKS, TAYLOR, (1930) A.B., M.A. House P, 209 Kilgo Quadrangle Instructor in History
- Powers, Oscar, (1930) A.B.

  Instructor (Part time) in Latin

  Myrtle Drive

- QUYNN, WILLIAM ROGERS, (1930) B.A., M.A. Instructor in French
- 507 Watts Street

SCHOMER, HAROLD, (1929) B.S., M.S. Instructor in Botany

918 Urban Avenue

Duke University

- SIMPSON, WILLIAM HAYS, (1930) A.B., A.M. 1009 W. Trinity Avenue Instructor in Political Science
- SMITH, RUTH SLACK, MRS., (1927) A.B., A.M.

  Instructor in Education 115 Faculty Apartments, East Campus
- SUGDEN, HERBERT WILFRID, (1929) A.B., A.M.

  Instructor in English 201 Faculty Apartments, East Campus
- TRUESDALE, JAMES NARDIN, (1930) A.B., A.M. Duke University Instructor (Part time) in Greek
- Ward, Charles Eugene, (1927) A.B., A.M.

  Instructor in English 201 Faculty Apartments, East Campus

VISITING LECTURERS, 1930-1931

WILLIAMS, HAROLD FISH, (1930) B.S.

Instructor in Botany

- ALLAN, WILLIAM, A.B., M.D.
  Visiting Lecturer in Medicine
- Anderson, Albert, A.B., A.M., M.D. Visiting Lecturer in Psychiatry
- Anderson, Paul Vernon, A.B., A.M., M.D. Visiting Lecturer in Psychiatry
- Brenizer, Addison Gorgas, A.B., M.D. Visiting Lecturer in Surgery
- Crowell, Andrew Johnson, D.Sc., M.D. Visiting Lecturer in Urology
- Hanes, Frederic Moir, A.B., A.M., M.D. Visiting Lecturer in Neurology
- HICKS, VONNIE MONROE, M.D. Visiting Lecturer in Ophthalmology
- MACNIDER, WILLIAM DE BERNIERE, M.D. Visiting Lecturer in Pharmacology
- McCain, Paul Pressley, A.B., M.D. Visiting Lecturer in Medicine
- MILLER, OSCAR LEE, M.D.
  Visiting Lecturer in Orthopedics

RANKIN, WATSON SMITH, M.D.

Visiting Lecturer in Preventative Medicine and Public Health

ROYSTER, HUBERT ASHLEY, A.B., M.D. Visiting Lecturer in Surgery

SHORE, CLARENCE ALBERT, S.B., M.S., M.D.
Visiting Lecturer in Preventive Medicine and Public Health

WILLIS, CHARLES BYRD, M.D. Visiting Lecturer in Surgery

#### PHYSICAL EDUCATION

#### TRINITY COLLEGE, DUKE UNIVERSITY

WADE, WALLACE, (1931) A.B.

Director of Physical Education

402 Buchanan Road

Voyles, Carl, (1931) B.S.

Assistant Director of Physical Education

Duke University

Assistant Director of Physical Education
Baker, Lenox Dial (1929)

Duke University

Trainer in Physical Education

House A, 105 Craven Quadrangle

CALDWELL, HERSCHEL, (1930)
Assistant in Physical Education

CAMERON, EDMUND McCullough, (1926) A.B.

Assistant in Physical Education

2 Manchester Apartments 1110 Minerva Avenue

CARD, WILBUR WADE, (1902) A.B. Director of the Gymnasium

1110 Miller va 21 velide

COOMBS, JOHN WESLEY, (1929) B.S. House DD, 101 Craven Quadrangle Assistant in Physical Education

House A, 105 Craven Quadrangle

HAGLER, ELLIS, (1930)
Assistant in Physical Education

.

\*Sington, Fred, (1931) A.B.

Assistant in Physical Education

Duke University

#### WOMAN'S COLLEGE

GROUT, JULIA REBECCA, (1924) A.B., M.S.

Director of Physical Education Faculty Apartments, East Campus

Moize, Vivian, (1927)
Assistant in Physical Education

109 East Markham Avenue

WYCHE, ALMA, (1930) A.B.

Assistant in Physical Education

Bassett House

#### UNIVERSITY FELLOWS

Alexander, Thomas Robert Economics 301 House P A.B., Davidson College; B.D., Union Seminary; A.M., Duke University

Basler, Roy Prentice, Jr. English 214 Faculty Apartments A.B., Central College; A.M., Duke University East Campus

Blake, Nelson Morehouse History 210 House P A.B., George Washington University; A.M., Duke University

<sup>\*</sup> Service begins September, 1931.

Busch, Hans Joachim Zoölogy 02 House C Berlin Gymnasium: University of Berlin

Carroll, Zoe Wells Zoölogy 311 Bassett House A.B., University of Tennessee; A.M., Duke University

Chesley, Leon Carey Zoölogy 2120 Elba Street B.S., Susquehanna University

Clark, Thomas Dyionicious History 209 House P A.B., University of Mississippi; A.M., University of Kentucky

DeBruyne, Jacob Marinus Anton Chemistry 1023 Monmouth Avenue A.B., A.M., Duke University

George, Robert Wilfred Psychology Chapel Hill Road A.B., Geneva College; A.M., Columbia University

Gillaspie, Athey Graves Chemistry 1200 College Road B.S., Lynchburg College; A.M., Duke University

Greathouse, Glenn Arthur Botany 1011 Lamond Avenue B.Ed., Illinois State Normal University; M.S., University of Illinois

Jarrell, Hampton McNeely English 10 Vance Apts. A.B., University of Georgia; A.M., Harvard University

Jernigan, Charlton Coney Greek 303 House P A.B., A.M., Duke University

Keech, James Maynard Economics 11 Aycock Apts. A.B., A.M., Duke University

McCulloch, Thomas Logan Psychology 203 House P A.B., Whittier College; A.M., Duke University

McDowell, Gladstone Wadley Mathematics 1006 Monmouth Avenue A.B., Duke University

McEwen, Noble Ralph Education 302 House R A.B., Birmingham-Southern College; A.M., Duke University

Metler, Alvin Velbert Chemistry 1120 West Main Street B.S., Adrian College; A.M., Duke University

Pace, Donald Metcalf Zoölogy 2120 Elba Street A.B., Susquehanna University; A.M., Duke University

Robert, Joseph Clarke History 201 House P A.B., Furman University; A.M., Duke University

Snuggs, Henry Lawrence English 308 House P A.B., Wake Forest College; A.M., Duke University

Walston, Rosa Lee English 308 Bassett House A.B., Woman's College of Alabama; M.A., Birmingham-Southern College; A.M., Columbia University

### INDUSTRIAL RESEARCH FELLOWS

(Liggett and Myers Foundation)

Braithwaite, Leslie Victor B.S., A.M., Ph.D., Columbia	Chemistry	2611 Chapel Hill Road
Darkis, Frederick Randolph B.S., M.S., Ph.D., University		506 Buchanan Road
Kiefer, Felix Ph.D., University of Erlangen	Chemistry	Duke University
Shankle, Herbert Lazelle A.B., Duke University	Chemistry	500 Watts Street
Sigmon, Hugh William	Chemistry	804 Fourth Street

Sigmon, Hugh William B.S., M.S., North Carolina St		804 Fourth Street
Womack, John Gamble A.B., A.M., Duke University	Chemistry	814 Watts Street
GRADUAT	TE ASSISTANTS	
Ader, Olin Blair A.B., A.M., Duke University	Physics	201 House P
Anderson, Ewing A.B., University of Florida;	English A.M., Duke Univers	206 House P
Balch, Clifford Perry A.B., Franklin and Marshall		
Barcus, Annie Edward A.B., Southwestern University	_	109 Bassett House University
Barringer, Blanche A.B., Duke University	Religion 516	6 Chapel Hill Street
Blake, Anna Rena A.B., Converse College; A.M University		Bassett House e; A.M., Columbia
Booth, William Robert A.B., Duke University	Political Science	804 Fourth Street
Braswell, John William A.B., Duke University	English	401 House L
Brewer, Ann Eliza A.B., Meredith College; A.M.	French Columbia Universit	Meredith College
Budd, William Pritchett A.B., Duke University	Economics	307 House O
Burch, James Charlie Horton A.B., A.M., Duke University	English 316	N. Elizabeth Street

Buren, Roy Edward A.B., Springfield Teachers Col Missouri	Sociology llege (Missouri	302 House P ); A.M., University of
Cook, Louis Bertram B.S., Brown University	Chemistry	1009 Green Street
DeJong, David Cornel A.B., Calvin College	English	109 House O
DuPre, Arthur Mason, Jr. A.B., Wofford College	Physics	112 House O
Gelmann, Herman Henry B.S., Fordham University; A.I	Chemistry M., Stanford U	1007 Dacian Avenue University
Gibbs, John Ernest, Jr. A. B. College of Charleston	English	408 House G
Gillespie, Mary Elisabeth A.B., Converse College	French	111 Bassett House
Hanson, Isabel B.S., M.S., University of Geor	Physics gia	217 Bassett House
Haus, George Joseph B.S., William and Mary Colle	Chemistry ge	804 Fourth Street
Herdman, Allan Whitney A.B., Maryville College	French	107 House O
Hoban, Charles Francis, Jr. Ph.B., Dickinson College	Education	206 House P
Hook, Marshall Ward A.B., Elon College; A.M., Uni	Mathematics iversity of Nor	208 House O th Carolina
Hooker, Charles Wright A.B., Duke University	Zoölogy	930 Markham Avenue
Jackson, David Kelly, Jr. A.B., Duke University	English	106 House P
Johnson, Howard Bradley B.S., University of Florida	Botany	Third Street
Jones, Bernard Huyette A.B., Duke University; A.M.,	History University of	315 Trinity Avenue North Carolina
Lowance, Franklin Elta B.S., Roanoke College	Physics	01 House O
McCurdy, Harold Grier A.B., Duke University	Botany	210 House O
MacFadyen, Elizabeth Ann A.B., Duke University	History	310 Bassett House
Mann, Donald Ray A.B., University of Richmond	Zoólogy	900 Dacian Avenue

Matthews, Joseph James A.B., Duke University	History	210 House P
Pearson, John Herbert B.S., Brown University	Chemistry	1009 Green Street
Peterson, Harold Fern A.B., Knox College; A.M., U	History niversity of Minnes	209 House O
Philson, Paul James B.S., Furman University	Botany	109 House O
Priepke, Rudolf Julius August B.S., Elmhurst College; A.M.	•	N. Gregson Street
Richards, Jane Leighton A.B., Converse College	History	216 Bassett House
Roberts, Lucien Emerson A.B., A.M., University of Geo	History orgia	204 House P
Savage, Joe Allen A.B., Duke University	Economics	307 House O
Stokes, Ruth Wyckliffe	Mathematics 151	11 Pettigrew Street
A.B., Winthrop College; A.M	., Vanderbilt Unive	rsity
	Chemistry	1200 College Road
A.B., Winthrop College; A.M Tarbutton, Grady	Chemistry	1200 College Road
A.B., Winthrop College; A.M. Tarbutton, Grady B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University	Chemistry State University of Zoölogy English	1200 College Road Iowa 2120 Elba Street 309 House P
A.B., Winthrop College; A.M. Tarbutton, Grady B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University Trueblood, Paul Graham	Chemistry State University of Zoölogy  English I., Duke University Economics	1200 College Road Iowa 2120 Elba Street 309 House P
A.B., Winthrop College; A.M. Tarbutton, Grady B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University Trueblood, Paul Graham A.B., Willamette College; A.M. Wallace, Elbert Stephen	Chemistry State University of Zoölogy  English I., Duke University Economics College Psychology	1200 College Road Iowa 2120 Elba Street 309 House P
A.B., Winthrop College; A.M. Tarbutton, Grady B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University Trueblood, Paul Graham A.B., Willamette College; A.M. Wallace, Elbert Stephen A.B., Birmingham-Southern C. Westerhof, Anthony Cornelius	Chemistry State University of Zoölogy  English M., Duke University Economics college Psychology Puke University Economics	1200 College Road Iowa 2120 Elba Street 309 House P 06 House P 203 House P
A.B., Winthrop College; A.M. Tarbutton, Grady B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University  Trueblood, Paul Graham A.B., Willamette College; A.M. Wallace, Elbert Stephen A.B., Birmingham-Southern College; A.M., Diesterhof, Anthony Cornelius A.B., Calvin College; A.M., Diesterhof, Otis	Chemistry State University of Zoölogy  English M., Duke University Economics college Psychology Puke University Economics	1200 College Road Iowa 2120 Elba Street 309 House P 06 House P 203 House P
A.B., Winthrop College; A.M. Tarbutton, Grady B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University Trueblood, Paul Graham A.B., Willamette College; A.M. Wallace, Elbert Stephen A.B., Birmingham-Southern College; A.M., Distribution, Calvin Calvi	Chemistry State University of Zoölogy  English M., Duke University Economics College Psychology Duke University Economics Sciolege; M.Ed., D. Botany  Latin	1200 College Road Iowa 2120 Elba Street 309 House P 06 House P 203 House P

### GRADUATE SCHOLARS

Armstrong, Noble Boyd Education 207 Chase Street A.B., A.M., University of Florida

Carter, Frances Claire A.B., Vanderbilt University	Philosophy	112 Bassett House	
Davidson, Elizabeth Huey B.S., M.S., University of Tenn	History essee	311 Bassett House	
Drake, Virginia Helen A.B., Tusculum College	Latin	213 Bassett House	
Frick, Harvey Lee A.B., Duke University	Philosophy	210 House O	
Fry, Glenn Ansel A.B., Davidson College	Psychology	108 House O	
Griffin, Mabel Jeannette A.B., A.M., Duke University	Mathematics 12	211 Carolina Avenue	
Hodges, Wiley Edward B.S., Roanoke College; A.M.,	Political Science Duke University	207 House P	
Huckabee, Ellen Harris A.B., Duke University	English	308 Bassett House	
Johnston, Robert Milton A.B., Duke University	Political Science	104 House P	
Lucas, Isoline Beaty A.B., College of Charleston	Latin	111 Bassett House	
McAllister, James Gray, Jr. B.S., Hampden-Sydney College	Mathematics	202 House P	
Miller, Paul Jones, Jr. B.S., Mississippi A. and M. Co	Political Science llege	113 House P	
Monyer, Henry William B.S., Dickinson College	Mathematics	Duke University	
Pritchett, William Kendrick A.B., Davidson College; A.M.,	Greek Duke University	309 House P	
Stalvey, James Benjamin A.B., Duke University	History	213 House P	
ASSISTANTS			
BAKER, WALTER WARNER, (1930) Assistant in Surgery	B.S., A.B., M.D.	3106 Duke Hospital	
CALDER, ROYALL, (1930) A.B., M. Assistant in Medicine	D.	3110 Duke Hospital	
CEKADA, EMIL BOGOMIR, (1930) S Assistant in Medicine	S.B., D.Sc., M.D.	3112 Duke Hospital	
Jones, Robert Randolph, Jr., (19 Assistant in Surgery	(30) A.B., M.D.	4120 Duke Hospital	

LAWTON, ANNE, (1931) A.B., M.D. Duke Hospital Assistant in Pediatrics MASON, MARY LOCHER, MRS., (1931) Roxboro Road Diploma in Fine Arts, Teachers College, Columbia Assistant in Education MATHEWS, EUGENE, (1931) A.B., M.D. Duke Hospital Assistant in Oto-Larvngology MAYER, WALTER BREM, (1931) B.A., M.D. Duke Hospital Assistant in Medicine MERRITT, ETHEL LOUISE, (1930) A.B. Duke Hospital Assistant in Biochemistry OATES, MAX OGLESBEE, (1930) A.B., M.D. 3103 Duke Hospital Assistant in Pathology

Poston, Mary Alverta, (1930) Duke Hospital
Assistant in Bacteriology

RIGDON, RAYMOND HARRISON, (1931) M.D. Duke University

Assistant in Pathology and Interne in Pathology

SMITH, ELOISE, (1930) B.A., M.A., M.D.

Duke Hospital

Assistant in Medicine

TWADDELL, VERA CARR, MRS., (1931) A.B. 707 S. Duke Street
Assistant in Education

Tyler, Marie, (1931) A.B.

Assistant in Education 605 Watts Street

ZIV, LOUIS, (1930) A.B., M.D. Duke Hospital Assistant in Surgery

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Chief of the Reference and Circulation Division

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Assistant Cataloguer

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FAULK, DORIS

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WALKER, HERMAN, JR.

WESCOTT, MARY, A.B., B.S.

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## GENERAL STATEMENT

Duke University offers in Trinity College and the Woman's College two academic degrees for undergraduate work, bachelor of arts and bachelor of science in civil, electrical, or mechanical engineering. Six groups of studies lead to the degree of bachelor of arts. These groups are designated by Roman numerals in the order in which they are described. For a description of these groups see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Arts."

For a description of the groups of studies leading to the degree of bachelor of science see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Science in Civil, Electrical, or Mechanical Engineering."

### TRINITY COLLEGE

Trinity College is the undergraduate college for the men of Duke University and is situated on the West Campus along with the Graduate School of Arts and Sciences, the School of Law, the School of Medicine, and the School of Religion. The Department of Engineering is situated on the East Campus, apart from the Woman's College.

The regulations governing the undergraduate men of Trinity College are published in subsequent sections of this catalogue.

### THE WOMAN'S COLLEGE OF DUKE UNIVERSITY

The Woman's College of Duke University is a college of arts and sciences within the University which provides for the instruction of undergraduate women as Trinity College provides for the instruction of undergraduate men.

In September, 1930, the East Campus, a hundred and twenty acres in extent, with a well-equipped plant including twelve new buildings, was given to the women, thus offering the advantages of a separate college for women with its own distinct life and at the same time, through close association with the larger University life, preserving some of the best fea-

tures of co-education. It is the aim of the College to make it possible for a woman to take all of her work, if she so wishes, on the woman's campus. However, all courses in the University are open to qualified women students who may enter courses given on the West Campus which are not given on the East.

The East or woman's campus is situated about a mile and a quarter from the West Campus. There is a private road connecting the two. For those members of the faculty and students who do not wish to walk or use private methods of conveyance, buses run at frequent intervals and at special rates. Resident undergraduate women are not allowed to have automobiles with them at College.

The teachers of the College, many of whom teach also in Trinity College, are members of the University faculty and are selected in coöperation with the several departments of instruction just as in the case of teachers for Trinity College, thus assuring a uniform educational standard. Graduates of the Woman's College, as graduates of all other colleges and schools within the University, receive their degree from Duke University.

Residence Houses. Four new dormitories built especially for women and newly and attractively furnished were opened in September 1930. In each house, serving as a center for the social life of the house, are a large living-room and three small reception rooms.

All undergraduates from out of town are required to live in the residence houses, and no student under twenty-one is permitted to live in the town unless with near relatives. An older woman who wishes to live in town may make special arrangement with the Dean. Graduate students are welcomed in the dormitories, and special regulations are made for their convenience.

The Union. Connected with the dormitories by arcades is the Union, which includes dining-rooms for students and faculty, a lounge, and other rooms for various student activities. Because of the large number of those served at the Union dining hall it is not possible to arrange special diets for individual students. Special diet for the sick is served in the infirmary.

The Library. The Woman's College Library, a beautiful building especially for the use of undergraduate women, con-

tains all books for freshmen and sophomore work, many books for more advanced study, and material for general reading. For research and for certain advanced courses the students use the University Library on the West Campus. An attractive feature of the library is the Booklovers' Room, comfortably furnished, where on open shelves students may find the newest books in various fields.

# ADMISSION TO COLLEGE

### GENERAL REGULATIONS

Applicants able to submit certificates of proficiency in subjects accepted for admission to the freshman class will be admitted without examination, provided the work has been done in schools approved by the University and provided these certificates are properly made out on the regular blank furnished by the University and are signed by the school principal and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes. Unless admitted on certificate, every candidate for admission will be examined on the required subjects.

Entrance examinations for the admission of new students will be held on the dates announced in the University Calendar. All students applying for admission must appear before the Committee on Admission on Wednesday, September 16. Wednesday September 16, Thursday September 17, Friday September 18, and Saturday September 19 will be devoted to the registration, sectioning, and classification of new students. The first part of the admission period will be devoted to placement tests and to qualifying examinations in English, mathematics, and foreign languages for all freshmen. Students whose certificates have not been accepted must take entrance examinations at this time.

New students with advanced standing from other institutions are requested to appear before the Committee on Admission, Tuesday September 22. Students who register and matriculate later than the dates named in the University Calendar must pay the Treasurer five dollars for the privilege.

It is strongly recommended to parents and guardians that all applicants for admission to Duke University be successfully vaccinated against smallpox and typhoid fever.

## REQUIREMENTS FOR ADMISSION

The requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pur-

sued throughout an academic year at an accredited high school, if the course has demanded five recitations a week and the prescribed amount of work has been completed satisfactorily. Credit for fifteen units is required for admission to all groups.

The subjects in which credit for admission to the University may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

UNITS	UNITS
English 4	Botany 1
Latin 4	Zoölogy 1
Greek 3	General Biology 1
German 3	Physical Geography
French 3	General Science 1
Spanish 3	Agriculture 2
Mathematics 4	Mechanical Drawing 2
History and Civics 4	Woodwork, Forging, and
Physics 1	Machine Work 2
Chemistry 1	Household Economics 2
	Commercial Subjects 3

Minimum entrance credits of three units in English, one in history, three in mathematics, and four in foreign languages (either all in Latin or two in each of any two of the foreign languages accepted for admission, including Latin) are required of all applicants for candidacy for the bachelor of arts degree. However, in case the fifteen units of credit for admission do not include the full requirements in foreign languages, the student is given an opportunity during his freshman year to make up the deficiency.

### ADMISSION TO WOMAN'S COLLEGE

Admission to the Woman's College, as to Trinity College, is on a selective basis, dependent upon the ability, attainments, and character of the applicant. The enrollment is limited and therefore an early application is desirable. Upon request, application blanks will be sent and should be returned as soon as possible. No student is admitted until the Council on Admissions has received her scholastic record from school or college, a certificate of vaccination and of good health, and satisfactory evidence of good character and ability. So far as possible, the Council desires a personal interview with each applicant. This is of advantage not only to the Council but also to the appli-

cant, since it enables her to acquaint herself to some extent with the University and to discuss possible courses of study.

All correspondence relating to admission should be addressed to the Council on Admission, College Station, Duke University.

All correspondence relating to admission to the men's college (Trinity College) should be addressed to the Council on Admission, Duke University Station.

## DEFINITION OF REQUIREMENTS

## HISTORY-ONE UNIT

The candidate may offer for credit one unit from any of the following subjects. The examination will be based on material similar to that included in the books suggested. In lieu of the textbooks named, candidates may be examined on material contained in any of the courses in history and civics suggested for high schools by the North Carolina Department of Public Instruction

- (a) Ancient History (one unit).
  Webster's Ancient History, West's Ancient World, Wolfson's Essentials in Ancient History.
- (b) Medieval and Modern History (one unit). Harding's New Medieval and Modern History, Robinson's Western Europe, West's Modern World.
- (c) English History (one unit).
  Cheyney's Short History of England, Coman and Kendall's History of England, Larson's Short History of England, Walker's Essentials in English History.
- (d) American History (one unit).
  Ashley's American History, Channing's A Student's History of the United States, Hart's Essentials of American History, James and Sanford's American History, McLaughlin's History of the American Nation, Muzzey's American History.

# ENGLISH—THREE UNITS

# Grammar and Composition

The requirements in grammar and composition are a thorough knowledge of the essentials of English grammar; habitual

correctness in spelling, punctuation, sentence structure, paragraphing; and ability to make unified and coherent outlines and to write accurately and clearly on familiar subjects.

## Literature

The classics to be studied in preparation for college English are divided into two classes—those intended for thorough study and those intended for general reading. Preparation in the former class should include subject-matter and the leading facts in those periods of English literary history to which the prescribed books belong; in the latter class it should consist of a general knowledge of the subject matter and of the lives of the authors. In exceptional cases an equivalent amount of reading and study in other than prescribed works will be accepted.

Special attention is called to the minimum essential program as printed in the Manual of Study issued by the North Carolina

Department of Public Instruction.

## MATHEMATICS—THREE UNITS

1. College Algebra.

(a) To Quadratics (one unit).

(b) Quadratics to, and including, Progressions (one unit).

2. Plane Geometry (one unit).

# LATIN—Two or Four Units

1. Grammar and Composition (one unit).

2. Four Books of Cæsar's Gallic Wars (one unit).

3. Six Orations of Cicero (one unit).

4. Six Books of Vergil's Æneid (one unit).

The student must be able to convert simple English prose into Latin.

The Roman system of pronunciation is used exclusively in the Latin work of the college course, and applicants for admission are expected to be drilled well in it.

## GREEK-TWO UNITS

1. Elementary Grammar and Composition (one unit).

2. Xenophon's Anabasis, Books I-IV (one unit).

## FRENCH-TWO UNITS

During the first year the work should comprise: (1) elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should comprise: (1) a thorough review of the grammar work of the previous year and a study of the irregular verbs and of the uses of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

## GERMAN-TWO UNITS

During the first year the work should comprise: (1) elementary grammar and at least 75 or 100 pages of approved reading; (2) elementary grammar completed and at least 150 to 200 pages of approved reading.

The second year's work should include the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) easy paraphrasing of parts of the text read; (3) continued drill in the rudiments of grammar.

## SPANISH-TWO UNITS

The work for the first year should comprise: (1) elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should include: (1) a thorough review of the grammar-work of the previous year and a study of the irregular verbs and of the use of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

## ELECTIVE SUBJECTS FOR ENTRANCE CREDITS

A candidate may offer additional entrance credit from the following subjects:

## ENGLISH

Students who have completed four years of English in an approved school will receive credit for one unit in addition to the three units required for admission to the freshman class.

## HISTORY AND CIVICS

In addition to the unit required, a candidate may present credit from the subjects which he has not offered as required entrance in history or civics.

## GREEK

Homer's *Iliad*, I-III, with prosody and sight translation, may be offered as elective credit for one unit.

## LATIN

One or two units of work in any of the four subjects in Latin named above under the sub-topic, "Latin," under the topic, "Definition of Requirements," may be offered for elective credit. Students presenting two units of Latin as one of the foreign languages required for entrance may present an additional elective unit in Latin.

### FRENCH

A year's work in French done according to the method outlined in the French definition of requirements, may be offered for an elective credit of one unit. In addition to the two years of work in French, a student may present for an elective unit a third year's work done in an approved manner.

### GERMAN

A year's work in German done according to the methods outlined in the German definition of requirements, may be offered for an elective credit of one unit. In addition to the two years of work in German, a student may present for an elective unit a third year's work done in an approved manner.

## SPANISH

A year's work in Spanish done according to the methods outlined in the Spanish definition of requirements, may be of-

fered for an elective credit of one unit. In addition to the two years of work in Spanish, a student may present for an elective unit a third year's work done in an approved manner.

## MATHEMATICS

One-half unit credit each is allowed for Solid Geometry and Plane Trigonometry.

## PHYSICS

Credit for one elective unit will be allowed for a year's work in elementary physics consisting of: (1) recitations based on such texts as Cahart and Chute's High-School Physics; Millikan and Gale's First Course in Physics; or Mann and Twiss's Physics, with adequate lecture-table experiments by the instructor; (2) at least thirty experiments worked out in the laboratory by students individually, of which a neat report is made in proper form (the number of experiments performed is not so important as the quality of work done); (3) lectures and recitations on the practical application of the principles studied.

### CHEMISTRY

A year's work in chemistry conducted according to the same method suggested for that in physics will be accepted for an elective unit of credit.

## BIOLOGY

An elective credit of one unit is allowed for a year's work in any of the following biological sciences:

General Biology.—One year of study by the laboratory method devoted to typical animals and plants, covering the facts of morphology and physiology. Such a text as Hunter's A Civic Biology is recommended. Candidates for admission must present satisfactory laboratory notebooks.

Botany.—A year of work based on such a text as Bergen and Caldwell's High School Botany. Candidates for admission must present satisfactory notebooks.

Zoölogy.—A year of work based upon such a text as Linville and Kelley's *Introduction to Zoölogy*. Candidates for admission must present satisfactory notebooks.

## MECHANICAL DRAWING

Elective credits of two units may be offered in mechanical drawing. Each year's work must be satisfactory in both quantity and quality. Drawing-books or plates must be submitted by all candidates offering this subject.

## PHYSICAL GEOGRAPHY

A year's work in physical geography may be offered as one unit; it should be based on a modern text-book and should include an approved laboratory and field-course of at least forty exercises performed by the student.

## AGRICULTURE AND HOUSEHOLD ECONOMICS

Maximum elective credits of two units may be offered in either agriculture or household economics by graduates of approved schools in which the teaching in these subjects has met the requirements of the North Carolina Department of Public Instruction.

# Woodworking, Forging, and Machine Work

Graduates of approved schools offering thorough courses for one or two years in woodwork, forging, and machine work will be given a credit of one unit for each year of such work certified by the school authorities.

# COMMERCIAL SUBJECTS

Graduates of approved schools offering thorough instruction in such commercial subjects as bookkeeping, stenography, and commercial arithmetic may offer these subjects for credit for admission. Not more than three elective units of credit will be allowed for commercial subjects.

## GENERAL SCIENCE

A full year's work in general science done in a high school of approved standing will be accepted for one unit of elective credit.

### SPECIAL STUDENTS

Students of mature age not fully prepared to enter the freshman class may be admitted as special students. Such students

are required to pass the regular entrance examinations in the subjects they propose to take, and all are required to present for admission English, history, and mathematics. They are required also to take fifteen hours of class work a week.

### ACCREDITED SCHOOLS

A list of accredited schools is revised from year to year. If an applicant for admission to the freshman class brings from one of these schools a certificate of graduation properly made out and signed by the principal, credit will be given for the work certified and the applicant will be admitted to college without examination. Blank forms for recording the work done will be sent on request. Every applicant for admission by certificate is advised to secure a blank and to have it properly filled out, signed, and as early as possible forwarded to the Committee on Admission.

## ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing in the University must present official certificates of all work done in other institutions of approved standing; otherwise they must stand written examinations on all work for which they are seeking credit. Further, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of approved senior work and thirty quality-points is required of all candidates for the bachelor's degree.

# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The requirements for the degree of bachelor of arts are designed to give the students such training in certain fundamental subjects as is essential for intelligent, educated citizens. The requirements also provide the opportunity for as wide an election as possible from courses of study which are both interesting and practically helpful because they are congenial to voca-

tions the student plans later to pursue.

The requirements for the degree are reckoned in semester-hours and quality-points. A semester-hour is the credit given for passing a subject pursued one hour a week during a semester. Quality-points are the points earned by a student, according to his grades, for each semester-hour of credit. The grade "A" gives three quality-points for each semester-hour of credit; the grade "B," two quality-points; the grade "C," one quality-point. The grade "D" carries no credit in quality-points. For the grade "F" one quality-point is deducted for each semester hour of failure.

Credit for one hundred and twenty-six semester-hours and one hundred and twenty-six quality-points, exclusive of physical education, is required for the degree of bachelor of arts in all groups.

The Faculty has arranged the six groups of studies given below for the guidance of students in electing the work required for graduation. A student is free to elect any group he may desire, but in each group there is a large amount of work prescribed that in the judgment of the Faculty is necessary to prevent too great a scattering of the efforts of the student while giving him a well-balanced course and work likely to be of special value to him in his chosen vocation. Some of the work in each group is left entirely to the choice of the student. With the approval of the Dean of the College and the Council on Instruction, a student may at any time transfer from one group to another. In case of such a transfer, any prescribed work done in one group that is not prescribed in the other shall count

as a general elective credit in the group to which the transfer is made, and the student transferring shall make up as soon as possible the work prescribed in the group he has chosen.

No student is allowed to enroll in any semester for more than the equivalent of the nineteen semester-hours of work, exclusive of physical education. No course-card is valid until it has the approval of the Council on Instruction and of the Dean of the College. All students, when electing courses, are urged to seek the advice of the members of the Faculty in whose departments they expect to receive instruction.

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of arts in Duke University may be done in another institution of approved standing, and this course first must be approved for such credit by the head of the department concerned and by the Dean of the College.

# GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF ARTS

### GROUP I

## GENERAL

This group is based on the traditional requirements for the degree of bachelor of arts. Students who elect it are required to take twelve semester-hours of English, including six of freshman English and six of sophomore; eighteen of foreign language, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology. chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics: six of history; and elective work sufficient to complete the one hundred and twenty-six semester-hours and the one hundred and twenty-six quality-points required for graduation. The eighteen semester-hours of foreign language required in this group must include two of the languages: Greek, Latin, French, German, and Spanish; and the two languages may not both be taken in the same department.

In addition to the seventy semester-hours of work already specified as required in this group, a student electing it is further required to take thirty semester-hours (thirty-two semester-hours if an elementary science is one of the courses) in some subject chosen as a major and in other subjects specifically approved by the head of the department in which the major subject is chosen. A major may be chosen in any department in the University provided the head of the department approves it. The twenty-four or twenty-six semester-hours, as the case may be, required for graduation in addition to the seventy semester-hours of required work and the thirty or thirty-two semester-hours of major-minor work are left as free electives. A student may take as free electives any courses in which he is interested, provided he is qualified for admission to them.

The following arrangement of work is recommended to students in this group:

Freshman Year	Sophomore Year
S.H.	S.H.
English 6	English 6
Mathematics 6	Foreign Language 6 or 12
Bible 0 or 6	Bible 6 or 0
Foreign Language12 or 6	Science or History 8 or 6
History or Science 6 or 8	A required course in For-
	eign Language, Science,
30 or 32	or Economics 6 or 8
Junior Year	20 22
Required courses in For-	30 or 32
eign Language, Science,	Senior Year
or Economics 6 or 14	Electives restricted only by
Electives	the general requirements
	for this group.
30 or 32	
	30 or 32

A student should observe the following points in arranging his work for the freshman and sophomore years in this group: (1) If he presents as many as three college entrance units in one foreign language, he has the option of continuing that language in college or of discontinuing it; if he presents only two units in any foreign language, he must continue that language in college unless granted permission to discontinue it by the Committee on Admission. He is not permitted to include among the eighteen semester-hours of required language work more than one course of six semester-hours beginning the study of a language, and that course must be followed by a second course in the same language. (2) The required work in language may not all be taken in the same department. (3) The six semester-hours of required work in Bible must be taken in either the freshman or sophomore year. (4) A student must take one of the required elementary sciences, biology, chemistry, or physics, in either the freshman or sophomore year and the second required science not later than the junior year. If he postpones his first natural science to the sophomore year. he may take history in the freshman year and must then take Economics 1 or Economics 102 in his junior year. If he takes natural science and no history in the freshman year, he must in his sophomore year, take either history or economics and in the junior year, the one not taken the year before.

## GROUP II

## BUSINESS ADMINISTRATION

This group is designed for students who enter college with the purpose of engaging in some form of business activity after graduation. The required work consists of twelve semester-hours of English, including six semester-hours of freshman English and six of sophomore; six of Bible; eight of biology, chemistry, or physics; six of history; six of mathematics; twelve of foreign language, of which not more than six semester-hours may be a course beginning the study of a language: forty-eight of economics and political science; and six of law. Twenty-two semester-hours are left for free electives.

The following arrangement of courses is authorized for students electing this group:

Freshman Year	Sophomore Year			
English	S.H.			
30 or 32	30 or 32			
Junior Year	Senior Year			
Science or History 8 or 6 Economics 102 6 Economics 104-144, 105- 158, and 106-168 12 (Elect two year courses) Electives 6 or 8  30 or 32	Law 1			

### GROUP III

### RELIGION

This group is designed for students who enter college with the purpose of adopting the ministry or other religious or social welfare work as a vocation after graduation. The required work consists of twelve semester-hours of English, including six of freshman English and six of sophomore; eight of biology; eight of chemistry or physics; six of history, six of economics or political science; twelve of foreign language, of which not more than six may be a course beginning the study of a language; six of mathematics; six of Bible; three of psychology; six of philosophy; and twenty-four of work in the Department of Religion other than Bible 1-2. There are twenty-six semester-hours of free electives.

The following arrangement of courses is authorized for students electing this group:

Freshman Year		Sophomore Year
S.	H.	S.H.
English	6	English 6
Bible	6	Foreign Language 6
	6	Biology or History 8 or 6
Foreign Language	6	*Economics and Political
Mathematics	-	
History or Biology 6 or	8	Science or Psychology 6
		Religion 6
30 or	32	
Junior Year		30 or 32
Religion	6	Senior Year
Psychology or Philosophy	6	Religion 12
Chemistry or Physics or	Ŭ	†Philosophy or Psychology 6
	0	Electives
Economics (6)	_	Electives12 of 14
Electives14 or	12	
		30 or 32
32 or	34	

### **GROUP IV**

## PRE-MEDICAL

This course is designed for students who expect to pursue the study of medicine after graduation from college. The required work consists of twelve semester-hours of English, including six of freshman English and six of sophomore; twelve of foreign language, provided the student pursues the study of French and German until he has completed the equivalent of French 3 and 4 and German 107-08; six of Bible; ten of physics; sixteen of chemistry, including eight of organic chemistry;

<sup>\*</sup> Student may substitute here chemistry or physics if he is not electing biology.
† Unless an elective in the junior year has completed the required work in the departments of philosophy and psychology.

eight of zoölogy, twenty-two additional of laboratory science; three of psychology; six of history or economics; six of mathematics; and twenty-four of free electives.

Those students who at the end of their first year of college work are recommended, for good and sufficient reasons, by their teachers of science and the Dean of the College as being capable of doing acceptable work in a medical school without completing the college requirements for graduation will be allowed to arrange a special course of studies that by the end of their sophomore year will prepare them to meet the minimum requirements of first-class medical schools. The tabulation of courses below is made with this possibility in view.

The School of Medicine was opened October 1, 1930. Requirements for admission to the School are explained in a special bulletin which may be obtained from the Dean of the School of Medicine.

The following arrangement of courses is authorized for students electing this group. The student taking his A.B. degree in this group may postpone some of the work of the freshman and sophomore years until his last two years.

Freshman Year	Sophomore Year
S.H.	S.H.
English 6	English 6
Mathematics 6	Bible 6
French or German 6	Physics10
Zoölogy 8	Chemistry 21 and 30 (or 151-
Chemistry 1-2 8	152 if student is eligible) 8
	French or German 6
34	many.
Junior Year	36
Psychology 3	Senior Year
History 9 and 91 or Economics 1	Laboratory sciences13
or Economics 102 6	Electives
Laboratory sciences 9	_
Electives	26
30	

### GROUP V

### TEACHING

This group is designed for four classes of students: (A) those who expect to teach in colleges or universities, or who for

similar reasons expect to do advanced work in a graduate school; (B) those who expect to teach in secondary schools; (C) those who expect to teach in elementary schools; and (D) those who expect to adopt as a vocation some form of public-school administration. For each class a course of study is suggested below. All four classes are required to take the same general work as students in Group I, as follows: twelve semester-hours of English; eighteen of foreign language (except as specifically modified in the descriptions of Classes B, C, and D); sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics and government; and six of history.

Since transfer from Group I (General) to Group V (Teaching) is easy, students are advised not to enter Group V until satisfied that they expect to teach after graduation. It is especially difficult, however, for prospective high-school teachers to transfer after their sophomore year.

#### CLASS A: COLLEGE TEACHING

Students in this class take the same freshman and sophomore work as students in Group I, except that they may take six semester-hours of education and psychology as sophomores. For foreign language work they need take only twelve semesterhours of French and German in college but must complete the equivalent of second-year college work in each. In addition to the sixty-four or seventy hours of work required, including the languages prescribed, each student must complete a major of at least twenty-four semester-hours of work in the subject the student expects to continue in graduate school, twelve semester-hours of work in subjects related to the major and approved by the department in which the major is selected; twelve semester-hours in education and psychology, or either, as a second minor, not including any secondary- or elementaryschool methods; and sufficient free electives to complete the one hundred and twenty-six semester-hours of work and the one hundred and twenty-six quality-points required for graduation.

### CLASS B: SECONDARY-SCHOOL TEACHING

Students who expect to teach in high schools should register in this group as early after their freshman year as possible, the work of that year being the same as for Group I. They have the same general requirements as Group I, except that the eighteen semester-hours of foreign language which must include two languages, may include as many as twelve semesterhours in courses beginning the study of a language. In addition to the seventy semester-hours of general required work. each student must take the following: twelve semester-hours of work in education, including three of educational psychology and three of secondary education; three semester-hours of general psychology: three semester-hours of directed observation and practice teaching: six semester-hours, three in each of two fields of high-school teaching, in materials and methods; and subject-matter work in the two subjects he expects to teach. sufficient to amount to the following minimum amounts in the different fields as follows, including any of the generally prescribed work of Group I: twenty-four semester-hours of English, for prospective teachers of English: twelve semesterhours of Latin, over and beyond the traditional four units of Latin accepted for college entrance, for prospective teachers of Latin; eighteen semester-hours of French, over and beyond the two units of French accepted for college entrance, for prospective teachers of French; eighteen semester-hours of history and six of political science and economics, for prospective teachers of history and the social sciences; thirty semesterhours of biology, chemistry, physics, and geography or geology, for prospective teachers of high-school science; and fifteen semester-hours of mathematics, for prospective teachers of mathematics. A student may prepare to teach only one science, or any one subject in high school, by taking a major of twentyfour hours in that subject in addition to general required work in Class B, the required work in education and psychology, and the specific required work in directed observation and materials and methods in the chosen subject. Since, however, most inexperienced teachers have to serve an apprenticeship in small high schools, where they must teach classes in more than one subject, students are advised to meet the suggestions of the North Carolina State Department of Public Instruction and prepare to

teach in two subjects, according to the course previously outlined in this paragraph.

Students who expect to teach are warned to read carefully the certification rules of the state in which they plan to work and to advise fully with the Deans of the College before electing courses in subjects they are preparing to teach. They are advised also to be careful to take their professional courses in the order outlined by the University Department of Education, reserving for their senior year the materials and methods courses and the directed observation and practice course. General psychology should be taken in the sophomore or the junior year.

### CLASS C: ELEMENTARY-SCHOOL TEACHING

Students in this class take the same freshman and sophomore work as students in Group I, except that they take one course in education each year, which may not, however, be substituted for English either year. General requirements are the same as in Class B. Six semester-hours of education each year, or a total of twenty-four semester-hours for the four vears, take the place of the major described in Group I. By the permission of the Dean of the College, students in Class C may take as much as six semester-hours of additional elective work in education, exclusive of any work in general psychology. All students in the group are required to complete a minor of twelve semester-hours in some department other than education, and all must complete at least three semester-hours of general psychology. It is recommended, but not required, that students in this class complete at least six semester-hours in American history and government,

### CLASS D: PUBLIC-SCHOOL ADMINISTRATION

This class is planned for students who expect to become principals or superintendents of schools, or to engage in other forms of public-school administration. All requirements are the same as for Class C, except that (1) methods courses may be taken in either the secondary or the elementary field, (2) the six semester-hours in American history and government are prescribed, and (3) the work in education must include six semester-hours of school administration and supervision.

## GROUP VI

## PRE-LEGAL

This group is designed for students who expect to study law. The required work in this group consists of twelve semester-hours of English, including six of freshman English and six of sophomore; eighteen of two different foreign languages, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language; sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences: six of mathematics; six of Bible; six of history; six of economics: three of psychology: eighteen additional semester-hours of history and twelve additional semester-hours of economics: and free electives to complete the one hundred and twenty-six semester-hours and the one hundred and twenty-six qualitypoints required for graduation. With the consent of the Department of Engineering the student may substitute three semester-hours of drawing and three semester-hours of surveying for one of the required courses in natural science.

The following arrangement of courses is authorized for students electing this group:

Freshman Year	Sophomore Year			
S.H.	S.H.			
English 6	English 6			
Mathematics 6	Foreign Language 6			
Foreign Language 6	Economics 1 6			
Bible	History 9, 91 6			
History 1-2 6	Restricted elective 6 or 8			
*Restricted elective 6 or 8				
Testificied elective our o	30 or 32			
36 or 38	Senior Year			
Junior Year	Economics 102 6			
Psychology 3	History 104 6			
Economics 104-144 6	Electives			
†Restricted elective 6 or 8				
Other electives	30 or 32			
30 or 32				

<sup>\*</sup> Within the restrictions of the general requirements of this group, the student may here choose: a foreign language course; or, biology, or chemistry, or physics; or, drawing and surveying.

or, drawing and surveying.

If the student prefers, he may postpone this restricted elective until the sopho-

more year.

† In case the student has already satisfied the general requirements of the group with regard to sciences and foreign languages, he may here substitute an elective.

### GROUP VII

### HONORS

The purpose of this group is to provide students with the opportunity for broad, independent, and intensive study in particular branches of knowledge so that the student may secure a higher type of general culture or more adequate preparation for later work in teaching, research, or professional study than the regular program of work affords.

Honors Courses are offered in practically all of the departments of the University. For a description of these courses, together with a statement of the plan of admission and of the general requirements for graduation in this group, the student will consult the Bulletin entitled "Honors Courses in Duke University."

# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

### GENERAL STATEMENT

The studies for the degree of bachelor of science are designed for students who are preparing for civil, electrical, or mechanical engineering as a profession, and lead to the degree of bachelor of science in civil engineering (B.S. in C.E.), electrical engineering (B.S. in E.E.), or mechanical engineering (B.S. in M.E.).

Each of these degrees requires one hundred and thirty-eight semester-hours of work and one hundred and thirty-eight quality-points. Six semester-hours of electives must be taken in economics and six semester-hours in Bible. If a foreign language is elected, it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

Prospective students in engineering should note that immediately after the final freshman examinations in May or June they are required to attend a three-weeks' course in plane surveying given under the direction of the Summer School.

### ADMISSION TO ENGINEERING COURSES

An applicant for admission to the freshman class in engineering must have completed at least fifteen units of preparatory work, partly in required and partly in elective subjects. A unit represents a year of work in a subject in an accredited secondary school, provided the work done in that subject is approximately one-fourth of the annual amount of work regularly required in the school.

Due to lack of uniformity in various states as to the subject matter covered by the various units in algebra and the consequent variation in the work done by freshmen in advanced algebra, it has become necessary to adopt the College Entrance Examination Board's definition of these units and to require each prospective student to take a placement examination in algebra during Freshman Week. Students who validate by examination one and one-half units (algebra through quadratics. binominal theorem and progressions) which are offered for admission or two units (algebra through quadratics, binominal theorem, progressions, simultaneous equations in three unknowns, graphs, exponents and radicals, and logarithms) will be placed in Mathematics 10 (5 hours a week, each semester). Those who validate by examination only one unit of the offering in algebra (i.e., to quadratics) will be placed in Mathematics 11 (6 hours a week, each semester). Those who do not validate by examination at least one unit of their offering in algebra will not be allowed to pursue a course in engineering. Certificates from the College Entrance Examination Board (431 W. 117th Street, New York) will be accepted in lieu of the placement examination. Prospective students may gain a general idea of the type of examination to be given here from old examinations of the College Board published by Ginn and Company, New York.

# Required Units

English	3 units
German or French or Latin	2 units
Physics or Chemistry (required Sept. 1932 and after)	1 unit
History	1 unit
*Algebra	
Plane Geometry	

### Elective Units

<sup>\*</sup> Examination required to validate offering.
† One elective unit in any of the above languages will be accepted for admission provided the language requirement has been satisfied without it. As many as four units will be accepted in any one of these languages.

For other elective units see the list of elective units acceptable for the A.B. degree.

Prospective students in engineering should note that immediately after the final freshman examinations in May or June they are required to attend a three-weeks' course in plane surveying given under the direction of the Summer School.

# GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

### GROUP I

### CIVIL ENGINEERING

Civil Engineering					
Freshman Year					
S.H.   S.H.   S.H.   Chemistry 1	SECOND SEMESTER  S.H.  Chemistry 2				
Sophomo	re Year				
English       3         Mathematics 25       4         Physics 53       5         Surveying 11       2         Highways 15       3         Physical Education       R	English       3         Mathematics 30       4         Physics 54       5         Mechanics 6       5         Physical Education       R         —       17				
Junior	Year         Hydraulics 108       4         Curves and Earthwork 114       2         Structures 132       4         Materials 118       2         Engineering, Elective       3         Elective       3         18				

Senior Year					
Hydraulic Eng. 123       4         Concrete 133       3         Railroads 119       3         Seminar 137       1         Electives       6	Hydraulic Eng. 124       4         Concrete 134       3         Railroads 120       2         Astronomy 112       2         Seminar 138       1         Electives       6				
GROI	18				
Electrical I	LNGINEERING				
Freshmo	n Year				
FIRST SEMESTER	SECOND SEMESTER				
Chemistry 1	Chemistry 2 4 English 3 Mathematics 10 or 11 5 Graphics 2 3 Physical Education R				
15	15				
Three weeks of Surveying 10 in	summer. Credit, 3 semester-hours.				
Sophomo	ore Year				
Physics 53       5         English       3         Mathematics 25       4         Steam Engineering 85       2         Mechanism 81       2         Physical Education       R         —       16	Physics 54       5         English       3         Mathematics 30       4         Mechanics 6       5         Physical Education       R         17				
Innion	· Year				
Prin. of Elec. Eng. 151 4	Prin. of Elec. Eng. 152 4				
Frin. of Elec. Eng. 151       4         Strength of Materials 107       4         Differ. Equations 231       3         Heat Eng. 187       3         M. E. Lab. 199       1         Elective       3	Hydraulics 108				

## Senior Year

Adv. D. C. Mach. 155	Elec. Power Stations 158 3 High Freq. Currents 162 3
passes	18
10	

# GROUP III

# MECHANICAL ENGINEERING

# Freshman Year

FIRST SEMESTER	SECOND SEMESTER		
S.H.   Chemistry 1	S.H.   Chemistry 1		
Sophomo	re Year		
English       3         Mathematics 25       4         Physics 53       5         Mechanism 81       2         Steam Engineering 85       2         Constructive Processes 79       1         Physical Education       R         17	English       3         Mathematics 30       4         Physics 54       5         Mechanics 6       5         Constructive Processes 80       1         Physical Education       R         —       18		
Junior	Year*		
Strength of Materials 107       4         Machine Design 183       3         Heat Engineering 187       3         M. E. Laboratory 189       2         Electrical Engineering       3         Elective       3	Hydraulics 108       4         Machine Design 184       3         Heat Engineering 188       3         M. E. Laboratory 190       2         Electrical Engineering       3         Elective       3         —       18		

<sup>•</sup> Will be offered in 1932-1933.

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$\mathbf{D}$	TT	TT TT	т	TAT	T37	E D	CT	TV

67

# Senior Yeart

	Inter. Combust. Engines 198 3
	-
17	17

† Will be offered in 1933-1934.

# COURSES OF INSTRUCTION

Note: Courses primarily for freshmen and sophomores are numbered between 1 and 100, those primarily for juniors and seniors between 101 and 200, those primarily for seniors and graduates between 201 and 300. The amount of credit for each course is given in semester-hours following the description of the course.

The designation W or E indicates that the course is to be given on the West Campus or on the East Campus. The designation W & E indicates that the course will be given on each campus.

As a general rule odd-numbered courses are offered in the fall semester and even-numbered courses are offered in the spring semester.

### DEPARTMENT OF BIOLOGY

PROFESSORS CUNNINGHAM, BLOMQUIST, PEARSE, WOLF, HALL, AND HARGITT;
ASSISTANT PROFESSORS AVERY AND HOPKINS; INSTRUCTORS CREAGER,
SCHOMER, ADDOMS, GRAY, ROOT, AND WILLIAMS; ASSISTANTS PACE,
CHESLEY, TIPTON, CARROLL, GREATHOUSE, MCCURDY, HOOKER,
JOHNSON, MANN, PHILSON, AND WILSON

#### BOTANY

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

### FOR UNDERGRADUATES

- Introductory Botany.—A general course dealing with plants. Two laboratory periods and two conference periods each week. 4 s.h.
   W & E
- 2. Introductory Botany.—A general course which may be taken as a continuation of Botany 1. Two laboratory periods and two conference periods each week. 4 s.h.

W & E STAFF

- 51. Growth.—Experimental studies in the growth and propagation of plants. Laboratory, conferences, and lectures. 3 s.h. Prerequisite, Bottany 1 and 2.

  W & F.

  AND MISS ADDOMS
- 52. Local Flora.—Practice in the identification and classification of plants.
   4 s.h. Prerequisites, Botany 1 and 2.

  W
  PROFESSOR BLOMOUIST
  - 53. General Bacteriology.—Laboratory and lectures. 4 s.h.
    W

#### FOR SENIORS AND GRADUATES

201. Cytology.—A study of the plant and animal cell. Laboratory, lectures, and conferences. 4 s.h. Prerequisites, Botany 1 and 2, Zoölogy 1 and 2, and one other course of intermediate grade.

W ASSISTANT PROFESSOR AVERY

202. Inheritance and Variation.—A study of the principles of inheritance and variation in plants and animals. Laboratory and lectures. 4 s.b.

W Professor Blomquist

203. Plant Anatomy.—An introduction to general plant anatomy with some reference to cultivated plants. Laboratory and conferences. 4 s.h. Prerequisites. Botany 1 and 2.

W Assistant Professor Avery

211. Structure and Classification of Algae.—Laboratory and lectures.
4 s.h.

W Professor Blomouist

212. Structure and Classification of Liverworts and Mosses.

W Professor Blomouist

214. Structure and Classification of Ferns, Gymnosperms and Angio-sperms.—Laboratory and lectures. 4 s.h.

W Assistant Professor Avery

221. Structure and Classification of Fungi.—Laboratory and lectures.

W PROFESSOR WOLF AND MR. CREAGER

222. Diseases of Plants.—Special reference to crop plants. Laboratory and lectures. 4 s.h. Prerequisites. Botany 1, 2, and 52.

W PROFESSOR WOLF

225. Special Problems.—Hours and credits to be arranged.

W

251. Plant Physiology.—Laboratory and lectures. 4 s.h.

W Assistant Professor Avery

399. General Botanical Seminar.—One hour per week throughout the year. Required of all graduate students majoring in botany. Seniors are invited to attend. 2 s.h.

W

### ZOÖLOGY

Odd-numbered courses are offered in the first semester, even-numbered in the second

1-2. General Zoölogy.—First semester: A general survey of the animal kingdom, with particular reference to invertebrates. Second semester:

General principles of vertebrate animal structures, functions, environmental relations, development of the individual and of the race, man's place in nature. 8 s.h.

W & E STAFF

41. Comparative Vertebrate Anatomy.—A lecture and laboratory course dealing with the comparative anatomy and evolution of the organ systems of vertebrates. 4 s.h. Prerequisite, one year of zoology.

W Dr. Gray

42. Vertebrate Histology.—A study of the microscopic structure of normal tissues and organs of the vertebrate body. Some training will be given in the preparation of material for microscopic study. 4 s.h. Prerequisite, Zoölogy 41.

W Professor Hargitt

152. Comparative Physiology.—The primary functions of animals of all groups and a more detailed study of the physiological processes in mammals. 4 s.h. Prerequisite, one year of zoology.

W PROFESSOR HALL

191. General Embryology.—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal.

4 s.b.

Prerequisite, one year of zoölogy.

W Professor Cunningham

122. Entomology.—The taxonomy, morphology, and physiology of insects, their theoretic and economic aspects. Offered in odd years. 4 s.h. Prerequisite, one year of zoölogy.

W DR. GRAV

- 124. Invertebrate Zoölogy.—Offered in even years. 4 s.h.
- 131. Protozoölogy.—A study of the taxonomy, morphology, and physiology of unicellular organisms. 4 s.h. Prerequisite, one year of zoölogy.

  W

  Assistant Professor Hopkins
- 161. Animal Parasites.—A consideration of animal parasites with particular emphasis upon those infesting man. 4 s.h. Prerequisite, one year of zoölogy.

W Professor Pearse

219-220. Special Problems.—Students who have had proper training may carry on special work under the direction of members of the faculty.

W

## DEPARTMENT OF CHEMISTRY

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, DR. HAUSER, DR. BOLICH, DR. SAYLOR, AND DR. KIEFER.

MESSRS. COOK, DEBRUYNE, GELMAN, GILLASPIE, HAUS,

METLER, PEARSON, PRIEPKE, AND TARBUTTON

The courses in the department are planned with the following objects in view: (1) to give students taking chemistry as a required science a thorough knowledge of the elementary principles of the science by studying in the laboratory the more important elements and compounds which have industrial and domestic uses and by surveying briefly the chemical and economic significance of the more important industrial processes; (2) to make provision for the necessary chemical training of scientific and professional students by offering thorough, intensive work in analytical, organic, and physical chemistry; (3) to provide for those students specializing in chemistry as prospective chemists, teachers, or chemical engineers, comprehensive training in higher courses, together with the opportunity to engage in investigations both of an industrial and of a pure-science nature and (for teachers) to do practice teaching.

A major in chemistry in Group I consists of twenty-four semester-hours distributed as follows: courses 21, 30, 151-152, 261-262, totaling twenty semester-hours, and four semester-hours chosen from the following courses: 231, 232, 233, 240, 241, 253-254, 275-276, 215-216.

Unless otherwise specified, odd-numbered courses are offered in the first semester, even-numbered in the second.

1-2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. One lecture, two recitations, and three laboratory hours, throughout the year. 8 s.h.

Professor Wilson with Professor Gross, Assistant Professors Vosburgh and Bigelow, Dr. Hauser, Dr. Bolich, Dr. Saylor; Messrs. Cook, deBruyne, Gelman, Gillaspie, W & E Haus, and Pearson

21. Qualitative Analysis.—A study of the reactions of acids, bases, and salts in solution as applied to the qualitative analysis of mixtures of inorganic compounds of the more familiar elements. Two lectures and six laboratory hours. 4 s.h. Prerequisites, Chemistry 1-2 and college algebra.

W & E Assistant Professor Vosburgh and Messrs.

Metler, Priepke, and Tarbutton

30. Quantitative Analysis.—A number of representative analyses are carried out in the laboratory, and the underlying theory is taken up in the

lectures. Two lectures and six laboratory hours. 4 s.l. Prerequisite. Chemistry 21. Analytic geometry and college physics are desirable but not required.

W&E

ASSISTANT PROFESSOR VOSBURGH AND MESSRS. METLER, PRIEPKE, AND TARBUTTON

41. Household Chemistry.—A course dealing with materials used chiefly in the home. It is open to students who have passed Chemistry 1-2 or who have had elementary chemistry accepted for entrance credit. Two recitations and three laboratory hours. 3 s.h.

PROFESSOR WILSON

141. Food and Nutrition.—This course naturally follows course 41 and may be taken by persons passing that course or those who have taken or are taking course 151-152. Two recitations and three laboratory hours.

[Not offered in 1931-1932]

W

PROFESSOR WILSON

151-152. Organic Chemistry.—An introduction to the study of the compounds of carbon. Both the aliphatic and the aromatic series will be dealt with, and the lectures illustrated by selected laboratory experiments. Two lectures, one recitation, and three laboratory hours, 8 s.h. Prerequisites, Chemistry 21 and 30 unless specifically excused by the Department.

W

Assistant Professor Bigelow, Dr. Hauser. AND MR. PEARSON

215-216. Advanced Inorganic Chemistry.—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours. 6 s.h. Prerequisites, Chemistry 1-2, 21, 30, and 151-152. Chemistry 261-262, advanced physics, and ability to read German are desirable.

W

ASSISTANT PROFESSOR VOSBURGH

231. Advanced Quantitative Analysis.—A continuation of course 30, involving some of the more difficult analytical methods, including quantitative organic analysis. One recitation and six laboratory hours. 3 s.h. Prerequisites, Chemistry 30, 151-152. Chemistry 261-262 is desirable.

W Assistant Professors Vosburgh and Bigelow

232. Instrumental Analysis.—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours. 3 s.h. Prerequisites, Chemistry 30, 261-262, and 231. Laboratory physics is desirable.

Assistant Professor Vosburgh

233. Microanalysis.—An introduction to the technique of qualitative and quantitative analysis of inorganic and organic materials using very small samples. Besides using the methods of Pregl and Emich for quantitative work, those of Chamot and Behrens-Kley for qualitative analysis will be practiced. Laboratory and conferences. 2 s.h. Prerequisites, Chemistry 21, 30, and 151-152, and the recommendation of the department.

W

Dr. Kiefer

241. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. 4 s.h. Prerequisites, Chemistry 30 and 151-152. Course 261-262 is desirable though not required.

W

PROFESSOR WILSON

244. Metabolism.—Open to students who have completed course 241 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. 4 s.h.

[Not offered in 1931-1932]

W

PROFESSOR WILSON

**251-252.** Intermediate Organic Chemistry.—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 253-254 or research, and to meet the minor requirements of graduate students in other departments. Three recitations.

3 s.h.

7.7.7

ASSISTANT PROFESSOR BIGELOW

253-254. Advanced Organic Chemistry.—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include qualitative organic analysis, together with preparations of the more difficult type, requiring reference to the original literature. One lecture and nine laboratory hours. 8 s.h. Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German.

W

Assistant Professor Bigelow and Dr. Hauser

260. Colloid Chemistry.—An introductory study of the colloidal state of matter. Two recitations and three laboratory hours, for one semester. 3 s.h. Prerequisites, Chemistry 151-152 and 261-262. Calculus, chemical thermodynamics, and advanced physics are desirable.

[Offered Fall 1931]

W

ASSISTANT PROFESSOR VOSBURGH

261-262. Physical and Electro Chemistry.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. 6 s.h. Prerequisites, Chemistry 30, 151-152, college physics, and college algebra. Calculus is desirable but is not required.

W

PROFESSOR GROSS AND DR. SAYLOR

271. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. 1 s.h.

W PROFESSORS GROSS AND WILSON, ASSISTANT
PROFESSORS VOSBURGH AND BIGELOW

273-274. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. 2 s.h.

Professors Gross and Wilson, Assistant Professors Vosburgh W And Bigelow, Dr. Hauser and Dr. Saylor

275-276. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week laboratory and conferences. 3 or 6 s.h.

Students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to seniors who have had courses 30, 151-152, and 261-262.

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH
W AND BIGELOW, DR. HAUSER AND DR. SAYLOR

280. Teaching of Chemistry.—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study necessary for the conference hour. One semester, to be arranged with the Department. 2 or 3 s.h.

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

W Professor Wilson

# DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

PROFESSORS GLASSON, COTTON, HOOVER, WILSON,\* AND HAMILTON; ASSOCIATE PROFESSOR RANKIN; ASSISTANT PROFESSORS LANDON, GRAY, ROBERTS, SHIELDS, AND TOWE; MESSRS. RATCHFORD, SIMPSON, BLACK, HAGAN, LEMERT, NICHOL, ALEXANDER, KEECH, SAVAGE, AND BUDD

This department offers instruction in general economics, business administration, and political science. The general course in economics affords a survey of the whole field of economic thought and lays the foundation for specialized study in various branches of the subject. Advanced courses are offered in theoretical and applied economics.

A special group of studies is provided for candidates for the bachelor of arts degree who are definitely looking forward to a business career

<sup>\*</sup> On leave, 1931-1932.

at the conclusion of their college course. This group is described as Group II in "Business Administration" in this catalogue. While Group II is mainly composed of liberal rather than technical studies, it gives opportunity in the junior and senior years for specialized study in such subjects as money and banking, public and corporation finance, investments, railroad and water transportation, marketing, insurance, industrial management, accounting, and business statistics.

In political science, the department offers courses which deal with the nature, origin, and functions of the state, giving detailed consideration to the political institutions of the United States, England, and other countries. Courses are also offered in political theory, international government and relations, state government, and city and county government.

Unless otherwise specified, courses are offered throughout the year,

#### ECONOMICS AND BUSINESS ADMINISTRATION

#### PRIMARILY FOR FRESHMEN

A. Economic Geography.—This course in the first semester is based upon the study of the world's major geographic regions, their present and potential production of foods and raw materials for manufacture, and the effects of environmental influences. The spring semester is devoted to the study of the geography of manufacturing industries and trade, and the possible development of resources. Required of freshmen in the Business Administration Group. 6 s.h.

W

Assistant Professor Landon and Messrs, Lement and Nichol

## FOR SOPHOMORES AND JUNIORS

1. Principles of Economics.—This course must be taken by all students planning to elect further courses in economics and business administration. 6 s.h.

W & E

Professors Hoover and Hamilton, Assistant Professors Roberts and Gray, and Messrs. Hagan, Lemert, and Nichol

#### FOR JUNIORS

115. Economic Geography; Teachers' Course.—This course is not open to students who have received credit for Economics A. Required of all students in Teaching Group, Class C. The study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals, and the works of man as environmental factors. First semester. 3 s.h.

E

Mr. Lemert

116. Economic Geography and Industrial Organization.—This course is not open to students who have received credit for Economics A. Required of all students in Teaching Group, Class C. A study of the economic resources of the world: the products of the agricultural and manufacturing industries; trade routes and trade centers; the balance of trade and its relation to industrial development; and the influence of geographic factors on the commercial policy of nations. Prerequisite, course 115. Second semester. 3 s.h.

E °

MR. LEMERT

## FOR JUNIORS AND SENIORS

[Note: The attention of students who are taking, or who propose to take, courses 104, 144, 105, 158 is called to Mathematics 21, "Mathematics of Investment." This course is recommended as an elective for sophomores or juniors.]

104. Corporation Finance.—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. First semester. 3 s.h. Prerequisite, course 1.

W

Mr. RATCHFORD

144. Investment and Speculation.—The accumulation of capital, the different types of investment securities; investment banking; the stock exchange and its functions; taxation of investments; analysis of investments. Second semester. 3 s.h. Prerequisite, course 1.

W

Mr. RATCHFORD

## FOR JUNIORS

105. Industrial Management and Business Forecasting.—A study of the principles of industrial management, the business cycle, and methods of forecasting business conditions. First semester. 3 s.h.

W

PROFESSOR COTTON

158. Insurance.—A general course dealing with life, fire, health and accident insurance; workmen's compensation; credit and automobile insurance; and bonding companies. Second semester. 3 s.h.

W

Professor Cotton

### FOR SENIORS

106. Railway, Ocean, and Inland-Waterway Transportation.—History of the development of railways in the United States; railway organization and finance; traffic management; federal and state regulation of railroads; the present status of the railroad problem; inland-waterway transportation; and ocean transportation. Collateral reading and the preparation of term papers are required. 3 s.h.

W

ASSISTANT PROFESSOR LANDON

168. Marketing Problems.—This course is designed to study the marketing of staple crops, such as cotton and wheat. It also deals with the coöperative marketing of a variety of commodities. Particular attention is given to the marketing of the cotton crop. A study is made of the methods of trading and functions of the New York, New Orleans, and Liverpool Cotton Exchanges. Collateral reading and the preparation of term papers are required. 3 s.h.

W

Assistant Professor Landon

#### FOR SENIORS AND GRADUATES

203. Money and Banking.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. First semester. 3 s.h.

Students who elect this course must have made a creditable record in

course 1.

W PROFESSOR GLASSON AND ASSISTANT PROFESSOR GRAY

235. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. Second semester. 3 s.h.

Students who elect this course must have made a creditable record in course 1.

W PROFESSOR GLASSON AND ASSISTANT PROFESSOR GRAY

237. American Federal Finance.—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public-debt administration, and budgetary procedure. First semester. 3 s.h.

Assistant Professor Gray

[Not offered in 1931-32]

231. The Economic History of England.—A study of England since the eleventh century, treating the manorial system, the gilds, mercantilism, and the course of the commercial and industrial revolutions to the present. First semester. 3 s.h.

W

Assistant Professor Roberts

238. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. Second semester. 3 s.h.

W

Assistant Professor Roberts

239. Statistical Methods.—Statistical analysis as a tool in investigation; its limitations and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours' lecture and one laboratory period. First semester. 3 s.h.

W ASSISTANT PROFESSOR GRAY

**240.** Statistical Analysis of Time Series.—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic phenomena. Prerequisite, course 239. Two hours' lecture and one laboratory period. Second semester. **3 s.h.** 

W Assistant Professor Gray

254. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and in the United States. The structure, methods, and policies of modern unions. First semester. 3 s.h.

[By special permission, seniors may substitute course 254 for course

106]

W Professor Cotton

255. Industrial Relations.—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 254 is a prerequisite for this course. Second semester. 3 s.h.

[By special permission, seniors may substitute course 255 for course

168] W

Professor Cotton

265. International Trade and Tariff Policies.—An analysis of the theoretical principles underlying international trade with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England from the eighteenth century to the present. First semester. 3 s.h.

W

ASSISTANT PROFESSOR ROBERTS

**266.** International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money regimé, German reparation payments, and related problems. Second semester. **3 s.h.** 

W

Assistant Professor Roberts

#### FOR SENIORS AND GRADUATES

267. Business History.—A study of money makers and money making from the late middle ages to 1913. Attention will be given to the economic phenomena, such as fluctuations of prices, business cycles, monetary inflation, technological progress and shifts in demands, markets and sources of supply—which have affected the accumulation of large fortunes. Attention will also be given to the relative profit of industries at different periods. 4 s.h.

W

PROFESSOR HAMILTON

214. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism, and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. First semester. 3 s.h.

W

PROFESSOR HOOVER

215. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. Second semester. 3 s.h.

W

PROFESSOR HOOVER

#### FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

210. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. 6 s.h.

w

PROFESSOR HAMILTON

212. Advanced Economic Theory.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. 4 s.h.

W

Professor Hoover

349. Research in Corporation Organization and Finance.—Open to graduate students and, by special permission, to seniors who have completed creditably courses 104 and 144. Second semester. 2 s.h.

W

PROFESSOR GLASSON

### ACCOUNTANCY AND BUSINESS LAW

#### FOR SOPHOMORES

7. First-Year Accounting.—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. 6 s.h.

W

Assistant Professor Shields, Messrs. Black, Budd, and Savage

## FOR JUNIORS AND SENIORS

172. Second-Year Accounting.—Advanced theory applied to the accounting process. Open to students who have completed Accounting 7. 6 s.h. [Students specializing in accounting may substitute this course for

courses 105 and 158]

W

ASSISTANT PROFESSOR SHIELDS

## FOR SENIORS

173. Auditing.—Theory and practice of balance sheet and detailed audits and special investigations. Students are admitted to the course by permission of the instructor. First semester. 3 s.h.

[Students specializing in accounting may substitute this course for course 106]

W

Mr. Black

174. C. P. A. Problems.—Practical accounting problems, auditing, analysis, and theory of accounts in preparation for the Certified Public Accountant examination. Students are admitted to the course by permission of the instructor. Second semester. 3 s.h.

[Students specializing in accounting may substitute this course for

course 1681

W Mr. Black

176. Income-Tax Accounting.—A study of federal and state income-tax laws; problems in the preparation of tax returns and claims for refund. First semester. 3 s.h.

W

ASSISTANT PROFESSOR SHIELDS

177. Modern Accounting Systems.—Systems and the forms for recording data of basic manufacturing industries, banks, building and loan associations, estates, and municipalities. Special attention will be paid to budgetary accounting. Second semester. 3 s.h.

W

ASSISTANT PROFESSOR SHIELDS

178. Business Law.—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, Business Law. Casebook: Bays, Cases on Commercial Law. Required of seniors in the Business Administration group. 6 s.h.

W

Assistant Professor Towe

#### FOR SENIORS AND GRADUATES

275. Advanced Industrial Accounting and Management.— This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost-accounting is worked by each student during the course. 6 s.h.

Courses 105 and 7 are ordinarily prerequisites for this course.

W

PROFESSOR COTTON

## POLITICAL SCIENCE

## FOR JUNIORS

102. American Government and Politics.—A brief preliminary study of political organization in general is followed by a more detailed study of the American political system. The subject matter includes the organization and functioning of American government, national, state, and local. 6 s.h.

W&E

Professor Wilson, Associate Professor Rankin, and Mr. Simpson

Course 102, for which course 1 is not a prerequisite, is ordinarily taken before any other course in political science. Students who have not had course 102 or its equivalent may be admitted to other courses in political science with the approval of the individual instructors concerned.

#### FOR SENIORS AND GRADUATES

208. American Constitutional Law and Theory.—Leading constitutional principles of American government, as developed through judicial interpretation, are studied. Emphasis is placed upon problems of current importance. The reading of cases is supplemented by lectures and assigned legal problems. First semester. 3 s.h.

VV

PROFESSOR WILSON

[Not offered in 1931-1932]

264. Railroad Regulation in the United States.—A study of the powers, activities, and inter-relationship of regulatory bodies, state and federal. The latter part of the course is given to an analysis of the Transportation Act of 1920 and to its administration up to the present time. Second semester. 3 s.h.

W

PROFESSOR WILSON

[Not offered in 1931-1932]

209. State and Local Government in the United States.—The subject matter of this course covers the historical development of state and local governments, their present political organization and their relation to each other and to the federal government. Particular attention is given to the study of state and county government in North Carolina. First semester. 3 8.11.

W

Associate Professor Rankin

294. Municipal Government and Administration.—A study of the general problems related to the structural system and activities of municipalities in the United States. Special reference is made to the problems of municipal government in North Carolina. Second semester. 3 s.k.

W

ASSOCIATE PROFESSOR RANKIN

223. Political Thought to the Seventeenth Century.—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, emphasis is placed upon the development of distinct concepts of far-reaching importance in political theory. First semester. 3 s.h.

W

PROFESSOR WILSON

224. Modern Political Theory.—Political theories of the seventeenth, eighteenth, and nineteenth centuries are studied with particular reference to their influence upon American political thought. In the latter part of the course consideration is given especially to the modern idea of the state. Second semester. 3 s.h.

W

PROFESSOR WILSON

225. American Political Parties and Practical Politics.—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. First semester. 3 s.h.

W

ASSOCIATE PROFESSOR RANKIN

[Not offered in 1931-1932]

228. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. First semester. 3 s.h.

W

Associate Professor Rankin

226. Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. Second semester. 3 s.h.

W

ASSOCIATE PROFESSOR RANKIN

227. International Law and International Organization.—Elements of international law and the application of principles through judicial interpretation and in international negotiations, with particular attention to interpretation and application by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. 6 s.h.

W

PROFESSOR WILSON

## DEPARTMENT OF EDUCATION

PROFESSORS HOLTON, PROCTOR, CHILDS, AND BROWNELL, ASSOCIATE PROFESSOR CARR, ASSISTANT PROFESSOR EASLEY, MR. GODARD, MRS.

SMITH, MR. MCEWEN, MR. HOBAN, MR. ARMSTRONG, MRS.

TWADDELL, AND MRS. MASON

The purposes of the Department of Education are: (1) to develop greater appreciation of the value of the school as an institution; (2) to impart a knowledge of educational principles and methods of teaching; (3) to acquaint the student with the status of elementary and secondary education of the present day, and to equip him for service in these fields as superintendent, supervisor, principal, or teacher; (4) to make a careful study of educational conditions and needs in North Carolina and in the South.

Courses in the department are designed for three groups of students: (1) students with teaching experience or others who have definitely chosen teaching as their life work; (2) juniors and seniors who desire to study the school as an outstanding social institution; and (3) teachers whose work will permit them to enroll in Saturday and afternoon classes.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses as 54 and 105 for their introductory work in the department and then to elect further work in accordance with their special interests. Students who expect to engage in the various phases of teaching should plan their courses in accordance with the general regulations for Group V as outlined in this catalogue.

## FOR FRESHMEN

O. Orientation Course in Study and Study Habits.—A course for freshmen whose high-school and other records indicate the need of help in

working out a satisfactory method of study. The factors of study, the use of text-books, note-taking from lectures and parallel readings, and applications of the factors of study to the daily problems of the student are among the matters considered. Either semester. 3 s.h.

W&E

PROFESSOR PROCTOR, ASSISTANT PROFESSOR EASLEY,
MESSES GODARD AND ARMSTRONG

## FOR FRESHMEN AND SOPHOMORES

8. The Learning Process.—A course in elementary educational psychology, required of all freshmen and sophomores entering Group V. Either semester. 3 s.h.

W&E

Assistant Professor Easley and Mr. Godard

## FOR FRESHMEN WHO HAVE HAD COURSE 8, AND FOR SOPHOMORES

10. Introduction to Teaching.—A survey of the work of the teacher ntended to assist the pupil in choosing intelligently some field of teaching work for future specialization. Topics: qualification and training of teachers, nature and aims of education, nature and purpose of public-school curricula, nature of subject-matter and its relation to pupil active, modern classroom procedure in teaching. Second semester. 3 s.h.

E. ASSOCIATE PROFESSOR CARR

## FOR SOPHOMORES WHO HAVE HAD COURSE 10 AND FOR TUNIORS

54. Introductory Course in the History of Education.—A study of the types of educational systems and institutions evolved in Western Europe and the United States as an introduction to current educational problems. Either semester. 3 s.h.

E (first semester) and W (second semester)

PROFESSOR HOLTON

#### FOR TUNIORS

58. The Learning Process.—A special section of course 8, intended for juniors. Either semester. 3 s.h.

E (first semester) and W (second semester)

ASSISTANT PROFESSOR EASLEY

68. Mental Hygiene of the School Child.—A study of personality factors as related to the adjustment and success of the school child; the foundation of motivation; typical problems of maladjustment; social heredity and its educational implications; variations in intelligence. Second semester. 3 s.h.

E

## ASSISTANT PROFESSOR EASLEY

83. Current Trends in American Public-School Organization.—A study of current controversies and criticisms bearing on the organization and administration of the public schools, recent developments in the organization of schools, and the theories underlying these developments. First semester. 3 s.h.

E

PROFESSOR PROCTOR

103. School Organization and Administration for the Classroom Teacher.—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. Either semester. 3 s.h. W (first semester) and E (second semester) PROFESSOR PROCTOR

105. Introduction to Educational Sociology.—A study of social forces, processes, and values as affecting education, and the interaction of school and community. First semester. 3 s.h.

[Not offered in 1931-1932]

Ē

PROFESSOR CHILDS AND MR. HOBAN

110. Introduction to Secondary-School Teaching.—A special section of course 10; open for enrollment to juniors who have not had 10 and are preparing to teach in secondary schools. Second semester. 3 s.h.

W Professor Proctor

118. Educational Implications of Genetic Psychology.—A course tracing the development of the individual through the stages of growth and learning, with emphasis upon early and later childhood; the development of such behavior patterns as play, language, etc.; the process of socialization; and similar material of especial significance to teachers in the elementary schools. First semester. 3 s.h.

E [Not offered in 1931-1932] PROFESSOR BROWNELL

### FOR JUNIORS AND SENIORS

A. Public-School Drawing.—This course is offered to develop certain skills fundamental in the teaching of public-school drawing, as well as skills that will prove of help in teaching other subjects of the elementary-school curriculum. Topics: color theory, design, perspective, representation, illustration, and picture study. Media: charcoal, water colors, crayons, and clay. This course is open only to students who are attempting to meet certification requirements for a North Carolina primary or grammar-grade certificate and does not carry credit toward a degree. Second semester. (3 points professional credit only.)

E MRS. MASON

B. Industrial Art in the Public School.—Manipulation and work with clay, textiles, wood, paper, food, and printing, intended to give the child an acquaintance with the raw products of nature and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, and tools. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. This course is open only to students who are attempting to meet certification requirements for a North Carolina primary or grammar-grade certificate and does not carry credit toward a degree. Second semester. (3 points professional credit only.)

E Mrs. Mason

**C. Public-School Music.**—A course in the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading and dictation, rote songs, and child voice will be discussed. This course is open only to students who are attempting to meet certification requirements for a North Carolina certificate and does not carry credit toward a degree. First semester. (3 points professional credit only.)

E Mrs. Twaddell

106. Principles of Secondary Education.—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. Not open for enrollment to students who have had course 100. Either semester. 3 s.h.

W (first semester) and E (second semester) Professor Childs

142. Children's Literature.—A critical study of literature for the elementary grades; types of literature; story telling; principles underlying and practice; bibliographies and use of library. Students enrolled will be allowed to specialize in literature of either the primary or grammar grades. First semester. 3 s.h.

E ASSOCIATE PROFESSOR CARR

177. The Social and Economic Position of Women.—A course in vocational guidance for women counting as a general elective, but not as part of either a major or minor in Education or toward a North Carolina state teacher's certificate. The purpose of the course is to give the historical background of the changing social and economic position of women, the contributions made by outstanding women, and the vocational opportunities open to women. Second semester. 2 s.h.

E Mrs. Smith

#### FOR SENIORS

102. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the mother-tongue, writing, and number in the primary grades. A minimum of thirty laboratory periods of observation and practice-teaching. First semester. 3 s.h.

E ASSOCIATE PROFESSOR CARR

112. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the primary subjects other than language, reading, writing, and arithmetic. A minimum of thirty laboratory periods of observation and practice-teaching. Second semester.

3 s.h.

E

Associate Professor Carr

107. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the language, reading, and arithmetic of the grammar grades. A minimum of thirty laboratory periods of observation and practice-teaching. First semester. 3 s.h.

E. ASSOCIATE PROFESSOR CARR

117. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the grammar grade subjects other than language, reading, and arithmetic. A minimum of thirty laboratory periods of observation and practice-teaching. Second semester. 3 s.h.

E

ASSOCIATE PROFESSOR CARR

116. General Methods in the High School: Observation and Practice Teaching.—A required course in Group V. Class B. open only to seniors who have completed or are carrying course 106. Students must arrange their schedules to permit four hours weekly of observation and practice teaching. Since practice teaching facilities are limited, students with superior records will be given preference in the practice teaching. No student whose record is below "C" will be permitted to do practice work. Either semester. 3 s.h. PROFESSOR CHILDS AND MR. HOBAN

E (first semester) and W (second semester)

136. The Teaching of High-School English.—Identical with English 142. Second semester. 3 s.h.

W

ASSISTANT PROFESSOR A. C. JORDAN

156. The Teaching of Secondary-School Latin.—Identical with Latin 109. First semester. 3 s.h.

PROFESSOR ROSBOROUGH OR PROFESSOR ANDERSON [Not offered in 1931-1932]

166. The Teaching of High-School French.—Identical with French 117. First semester. 3 s.h.

W

PROFESSOR WEBB

176. Materials and Methods in High-School Science.—Discussion, based upon lectures and collateral reading, of such topics as aims, tests for values, the curriculum, class-room procedure, course and lesson planning in secondary-school science. The class is limited in number to twenty, admission being made only after consultation with the instructor, preferably during the preceding spring. Only such seniors are admitted as are thinking seriously of teaching science in the high schools and have taken at least eighteen hours of science in college. Second semester. 3 s.h

W

PROFESSOR CHILDS

### FOR SENIORS AND GRADUATES

200. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. First semester. 3 s.h.

W

PROFESSOR HOLTON

205. Sociological Foundations of the Secondary-School Subjects .-- A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite, six semester-hours in education, including course 105. First PROFESSOR CHILDS semester. 3 s.h.

[Not offered in 1931-1932]

206. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high-school subjects. 3 s.h.

PROFESSOR CHILDS

[Not offered in 1931-1932]

207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite, teaching experience or six semester-hours of work in materials and methods. First semester. 3 s.h.

ASSOCIATE PROFESSOR CARR

[Not offered in 1931-1932]

208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. Prerequisite, course 229. Second semester. 3 s.h.

W

ASSISTANT PROFESSOR EASLEY

209. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. Second semester. 3 s.h.

ASSISTANT PROFESSOR EASLEY

[Not offered in 1931-1932]

212. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary school. First semester. 3 s.h.

ASSOCIATE PROFESSOR CARR

[Not offered in 1931-1932]

213. Secondary-School Organization and Administration.—A study of the outstanding problems of secondary-school organization and administration other than the problem of gradation and classification of pupils.

Second semester. 3 s.h. Professor Proctor

INot offered in 1931-19321

- 214. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. First semester. 3 s.h. PROFESSOR HOLTON [Not offered in 1931-1932]
- 215. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational guidance, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite, six semester-hours in educational sociology, preferably courses 105 and 205. Second semester. 3 s.h.

PROFESSOR CHILDS

[Not offered in 1931-1932]

218. Educational Implications of Genetic Psychology.—Special section of course 118, intended primarily for graduate students, ordinarily not offered the same year in which 118 is given. Second semester. 3 s.h.

W Professor Brownell

219. Experimental Education.—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. First semester. 3 s.h.

W PROFESSOR BROWNELL

222. Methods of Teaching and Supervising the Fundamental Subjects.—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. Second semester. 3 s.h.

Associate Professor Carr

[Not offered in 1931-1932]

224. Current Problems in Public Education as Revealed through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. Second semester, 3 s.h.

W

PROFESSOR HOLTON

226. The Teaching of High-School History.—Identical with History 212. The course counts as an elective in the Department of Education only when approved by the department and the instructor. First semester.

3 s.h.

W

Associate Professor Shryock

228. Psychology of Learning.—A study of different types of learning, the principles which underlie successful guidance of learning, and methods and conditions of learning, individual differences. Constant reference to experimental literature. Second semester. 3 s.h.

W

Assistant Professor Easley

**229.** Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. *First semester.* **3 s.h.** 

w

PROFESSOR BROWNELL

- 232. Elementary-School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. Second semester. 3 s.h. Associate Professor Carr [Not offered in 1931-1932]
- 233. Administrative Pupil-Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting

the results of tests; and some practice in the computation of statistical measures. First semester. 3 s.h. PROFESSOR PROCTOR [Not offered in 1931-1932]

234. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. First semester. 3 s.h.

PROFESSOR HOLTON

[Not offered in 1931-1932]

235. Principles of Vocational Education.—A study of the social basis for vocational education: a brief review of the developments in the field up to the present time: an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. Second semester. 3 s.h. PROFESSOR CHILDS

[Not offered in 1931-1932]

238. Investigations in Reading.—A summary of the results of the moreimportant scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing diagnosis, and supervision; emphasis on problems requiring further investigation. First semester, 3 s.h.

 $\mathbf{E}$ 

ASSOCIATE PROFESSOR CARR

244. Studies in the Historical Development of Public-School Administration. An advanced course devoted to the development of public-school administration in the South, with especial reference to North Carolina as a type. First semester. 3 s.h. PROFESSOR HOLTON

[Not offered in 1931-1932]

- 246. The Teaching of Mathematics.—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. Second semester. 3 s.h. PROFESSOR RANKIN
- 248. Investigations in Arithmetic.—An analytical survey of investigaions in arithmetic, with three purposes in view: (1) to examine the echniques employed with respect to their adequacy as means of solving. the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic: (3) to locate further problems in arithmetic in need of scientific research, First semester. 3 s.h.

(Campus to be selected)

PROFESSOR BROWNELL

253. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. Second semester. 3 s.h. PROFESSOR HOLTON

[Not offered in 1931-1932]

254. History of Secondary Education in the United States .- A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. First semester. 3 s.h.

W Professor Proctor

#### FOR TEACHERS IN SERVICE AND FOR OTHER STUDENTS BY PERMISSION

Teachers are referred to such courses, listed for seniors and graduates, on this page and preceding pages, as may be scheduled for late afternoon hours and Saturday periods. Graduate teachers will find other courses in the graduate section of the annual catalogue and in the graduate bulletin. Undergraduate courses are offered when there is sufficient demand from teachers in the elementary schools.

# DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING

ASBURY AND BIVINS BUILDINGS

PROFESSORS BIRD AND HALL, AND MR. MATHEWS

With the exception of course 10, odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

### DRAWING

1-2. Graphics.—Orthographic projection, lettering, pictorial representation, descriptive geometry problems relating to point, line, plane, and solid with the ordinary cases of intersections and developments. 6 s.h. E Professor Bird and Mr. Mathews

#### MECHANICS

6. Mechanics.—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, and momentum. Prerequisite, Mathematics 25.

PROFESSOR BIRD AND MR. MATHEWS

107. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, course 6. 4 s.h.

Ε

E

PROFESSOR BIRD

108. Hydraulics.—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, course 6. 4 s.h.

E

PROFESSOR HALL

## CIVIL ENGINEERING

10. Plane Surveying.—Use of instruments: transit, stadia, compass and plane table surveying; simple triangulation; determination of meridian by observation on Polaris; differential and profile leveling; setting grade

stakes; calculation of bearings, latitudes and departures; areas by planimeter; methods of plotting; survey and plot of sections of the campus by stadia, and transit and tape. Nine hours a day, three weeks, Summer School. 3 s.h.

For fee of this course, see bulletin of the Summer School.

PROFESSORS BIRD AND HALL AND ASSISTANTS

11. Higher Surveying.—Care and adjustment of instruments; topographical surveying; surveys and resurveys; laying out and division of land; Public Land system; further calculations, omitted measurements, areas by double longitude; quantities from profiles and cross sections. Prerequisite, course 10. 2 s.h.

E Professor Hall

112. Field Astronomy.—Determination of latitude, time, and azimuth by observation on sun and stars; use of transit, solar attachment, and sextant. Prerequisite, course 11. 2 s.h.

E Professor Hall

113-114. Curves and Earthwork.—Highways—Thorough drill in the calculation and laying out of simple, compound and easement curves, widening of curves, vertical curves, setting slope stakes, ordinary earthwork computations, and mass diagrams. 4 s.h.

E Professor Hall

15. Highway Engineering.—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. 3 s.h.

E Professor Hall

117. Highway Engineering.—Standard tests of stone, gravel, and bituminous materials. 2 s.h.

E Professor Hall

118. Materials of Engineering.—Study and testing of materials other than those taken up in course 117. 2 s.h.

E Professor Bird

119-120. Railroad Engineering.—Differences between highway and railway practice affecting curves and earthwork. A. R. E. A. transition curve, frogs, switches, and crossings. Preliminary and location survey of a railway of sufficient length to secure familiarity with methods of actual practice. Paper location made with estimate of cost. Construction and maintenance of track and trackwork, economics, and operating conditions affecting location. Prerequisite, course 113-114. 5 s.h.

E PROFESSOR BIRD

## 123-124. Hydraulic Engineering.—

(a) Hydrology—Factors affecting precipitation, evaporation from land and water surfaces; relation of precipitation to run-off; estimating run-off; floods and flood flows. Stream gauging.

(b) Public Water Supply—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution

of water. Standard laboratory tests for the chemical and bacteriological examination of water.

(c) Sewerage—Sewerage systems, rainfall and storm water flow, sizes of storm and sanitary sewers, sewage disposal. Standard laboratory tests of sewage. Prerequisite, course 108. 8 s.h.

E

PROFESSOR HALL

131. Steel Structures—Stresses.—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges, including sub-divided panels, wind bracing. Prerequisite, course 6. 4 s.h.

 $\mathbf{E}$ 

PROFESSOR BIRD

132. Steel Structures—Design.—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, courses 107. 131. 4 s.h.

E

PROFESSOR BIRD

133. Reinforced Concrete,—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, course 107. 3 s.h.

E

PROFESSOR BIRD

134. Masonry Structures.—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisite, courses 107, 133. 3 s.h.

 $\mathbf{E}$ 

PROFESSOR BIRD

137-138. Seminar.—Students are required to make reports and to talk on current engineering literature or on such other topics as may be assigned. 2 s.h.

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PROFESSORS BIRD AND HALL

240. Indeterminate Structures.—Introductory course dealing with the application of theory of least work, deflection, and rotation to indeterminate stresses. Problems are solved analytically, graphically, and by deformeter. Prerequisite, course 131. 3 s.h.

 $\mathbf{E}$ 

PROFESSOR BIRD

#### MECHANICAL ENGINEERING

79-80. Constructive Processes.—Recitation course covering general processes in foundry, forge, and machine shop. Trips to neighboring shops are made. 2 s.h.

E

MR. MATHEWS

81. Mechanism.—Displacement, velocity, and acceleration diagrams. Particular attention is given to gearing, cams, trains of mechanism, belts, and link work. 2 s.h.

E

Mr. Mathews

85. Steam Engineering.—Elementary principles of boilers, engines, turbines, and auxiliaries; properties of steam, fuels, and combustion. 2 s.h.

E. Mr. Mathews

187-188. Heat Engineering.—Properties and thermodynamic processes of gases and vapors: cycles: efficiencies and performances of heat engines. 6 s.h.

Mr. MATHEWS

199-200. Junior Mechanical Engineering Laboratory.—Open only to civil and electrical engineering students who have elected courses 187-188. 2 g.h.

 $\mathbf{F}$ 

Mr. MATHEWS

## DEPARTMENT OF ELECTRICAL ENGINEERING

ASBURY BUILDING

PROFESSORS SCHEALER AND SEELEY

151-152. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations, and laboratory covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. Prerequisites, Physics 53-54, Mathematics 25, 30 (or concurrent). 8 s.h.

PROFESSOR SEELEY

153. Principles of Electrical Engineering.—A short elementary course consisting of lectures, recitations, and laboratory covering the principles of direct and alternating current machinery, especially designed for students in civil engineering. Prerequisite. Physics 53-54. 3 s.h.

 $\mathbf{E}$ 

PROFESSOR SCHEALER

154. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—An advanced course consisting of lectures, recitations, and laboratory tests covering the principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, transformers, parallel operation of alternators, synchronous converters, polyphase induction motors, and single-phase induction, series, and repulsion motors. Prerequisite, course 157. 6 s.h.

 $\mathbf{E}$ 

PROFESSOR SCHEALER

155. Principles of Electrical Engineering: Advanced Direct-Current Machinery. A study of the principles which underlie the design and operation of all types of direct-current machinery. This course includes one threehour period in the machinery laboratory weekly. Prerequisites, courses 151-152. Mathematics 25, 30. 3 s.h.

E

PROFESSOR SCHEALER

156. Electric Railways.—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Elective. Prerequisites, courses 151-152, 155. 3 s.h.

PROFESSOR SCHEALER

157. Principles of Electrical Engineering: Advanced Alternating Currents .-The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152, Mathematics 25, 30. 3 s.h. E PROFESSOR SCHEALER

158. Electric-Power Stations.—A course of lectures and recitations pertaining to the design, construction, and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered-fuel and stoker equipment; switchboards; instruments and protective devices; operation and management; visits to neighboring plants. Prerequisites, courses 151-152, 187-188. 3 s.h.

E PROFESSOR SCHEALER

159. Electric-Power Transmission.—A course of lecture and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission line problems. Concurrent with course 157. Prerequisite, course 151-152. 3 s.h.

E PROFESSOR SEELEY

161-162. High-Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum-tube circuits, wire and wireless-telephone circuits. Prerequisite, Mathematics 231. 6 s.h.

E Professor Seeley

163-164. Mathematical Analysis of Electrical Circuits.—An advanced course on the detailed mathematical analysis of certain circuits used in electrical engineering, with an introduction to the use of operational calculus as applied to electrical circuits. Elective. Prerequisites, courses 151-152, Mathematics 231. 6 s.h.

E PROFESSOR SEELEY

### DEPARTMENT OF ENGLISH

PROFESSORS BROWN, GILBERT, WHITE, BAUM, HUBBELL, GREENE, AND CHASE,
ASSOCIATE PROFESSOR MITCHELL, ASSISTANT PROFESSORS JORDAN,
PATTON, VANCE, AND GOHDES, AND MESSRS. BLACKBURN, WARD,
GREGORY, SUGDEN, WEST, ANDERSON, AND MRS. WHITE

Odd-numbers as a rule indicate courses offered during the first semester; even-numbers, those offered during the second semester.

1-2. English Composition and English Poetry.—During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. 6 s.h.

Students who receive a grade of 75 or more in the work of composition of both semesters and a grade of 75 or more in the work in literature are transferred on recommendation of their instructors to sections of English 5-6 for work in English during their sophomore year. Those whose grades in the work of composition of both semesters fall between

70 and 75 are transferred for work in English during their sophomore year to sections of English 3-4. Those students who do not earn a grade of 70 in composition during the first semester are required to continue the study of composition during the second semester; if they earn the passing grade of 70 or more in the work of composition at the end of the second semester, they receive credit for the first half-year of work, and during their sophomore year they do the work of the second semester of English 1-2. Students whose grades in the work of composition for both semesters fall below 70 must repeat the entire course during their second year.

ASSOCIATE PROFESSOR MITCHELL, ASSISTANT PROFESSORS JORDAN,
PATTON, VANCE, AND GOHDES, MESSRS. WARD, GREGORY, SUGDEN,
W & E

AND ANDERSON, AND MRS. WHITE

3-4. English Composition.—A second course in composition for sophomores. 6 s.h.

Students who are required to take English 3-4 may take English 5-6 as an elective.

W&E

ASSISTANT PROFESSOR JORDAN

5-6. Prose Literature.—This course consists of a reading and study of selected works of the best writers of prose. Lectures are given on the lives of the authors studied, the periods of literary history, and the origin and growth of the various types of prose literature. Special emphasis is placed upon the study of biography. 6 s.h.

English 5-6 or 3-4 is required of all sophomores; English 5-6 is open as an elective to all undergraduates who do not take it as a required course. Sophomores who passed English 1-2 with recommendation to sections of English 5-6 may take 3-4 as their required English in their second year and carry English 5-6 as an elective. English 5-6 or its equivalent is required of all students who do their major work in English.

W & E PROFESSOR GREENE, ASSISTANT PROFESSORS PATTON, VANCE, AND GOHDES, AND MRS. WHITE

101-102. Composition.—This is a practical course for students who desire a greater mastery of and facility in the use of the language than they get from English 1-2 and 3-4. 6 s.h.

A student may take English 101 only, but only in rare instances may a student enroll in English 102 without having had English 101. Students who wish to take the other courses in composition must have credit for at least 101. Students who wish to take this course must have made a grade of 75 or more in English 1-2, or they must have credit for English 1-2 and English 3-4. The number of students in this course is limited to thirty, and all must have the consent of the instructor.

W & E ASSOCIATE PROFESSOR MITCHELL

103-104. Composition.—This course offers further study and practice in composition to those who have done especially good work in English 1-2 and in English 3-4.

Students who enroll for this course must have the consent of the instructor, and they should have credit for both English 101 and 102;

however, a student may enroll for either semester of course 103-104 without having had English 102.

6 s.h.

PROFESSOR HUBBELL

[Not offered in 1931-1932]

105-106. Play-Writing.—The work of this course is concerned chiefly with the technique of the one-act play though study is made also of the longer forms. Worthy plays written by students are presented by the members of the play-production course.

Open to juniors and seniors and to sophomores approved by the Dean

of the University.

6 s.h.

W

119-120. History of the Theatre.—This course makes a study of the development of the theatre, methods of production, and representative plays of the various periods from the early Greeks to the present day.

Open to juniors and seniors and to sophomores approved by the Dean

of the University.

6 s.h.

W MR, WEST

121-122. Play-Production.—This course deals with the theory and practice of producing plays. The work includes make-up, lighting, scene-design and painting, costume, directing, and stage-management. Plays are studied with a view to producing them. There is practice work both in the laboratory and in the theatre. Lectures and laboratory work.

Open to juniors and seniors and to sophomores approved by the Dean

of the University.

6 s.h.

W

MR. WEST

MR WEST

123-124. Shakespeare.—All of Shakespeare's plays are read; nine are studied critically in class, 6 s.h.

W

PROFESSOR BROWN

125-126. English Literature, 1798-1832.—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. 6 s.h.

PROFESSOR WHITE

[Not offered in 1931-1932]

125-126. English Literature, 1798-1832.—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. 6 s.h.

Open to both men and women.

E

MRS. WHITE

127-128. English Literature, 1832-1900.—This course consists of a study of the prose and poetry of the period, with special emphasis on the works of Tennyson and Browning. 6 s.h.

Open to both men and women.

W

PROFESSOR GREENE

129-130. The History of the Novel in England .- 6 s.h.

E

ASSISTANT PROFESSOR VANCE

131. The Drama, 1770-1892.-3 s.h.

W

PROFESSOR HUBBELL

132. The Drama, 1892-1928.-3 s.h.

W

PROFESSOR HUBBELL

133. Contemporary Poetry and Verse-Writing.—Beginning with a study of the elements and technique of poetry, this course proceeds to a general survey of twentieth-century poetry, giving special attention to the various modern forms and tendencies.

No student may enroll in this course without the consent of the instructor; only a small number can be admitted.

3 s.h.

W

PROFESSOR WHITE

134. Contemporary Poetry and Verse-Writing.—The work of this course consists chiefly of the writing of verse by members of the class and of criticism of the manuscripts by the class. Prerequisite, English 133. 133.

No student may enroll in this course without the consent of the instructor; only a small number can be admitted.

3 s.h.

W

PROFESSOR WHITE

135-136. Critical Study of Literary Masterpieces.—The first semester is devoted mainly to the essay and related forms; the second, to other types, including narrative and lyric poetry, the novel, and the short-story. 6 s.h.

Professor Bally

[Not offered in 1931-1932]

137-138. American Literature.—This course consists of wide reading in American prose and poetry. 6 s.h.

W & E

PROFESSOR HUBBELL

139-140. The Speaking Voice.—This course gives training in placement, pitch, range, and diction for use in professional work and in daily conversation.

Open to all undergraduates with the approval of the Dean of the University.

6 s.h.

W

Mr. West

142. Materials and Methods in High-School English.—Second semester.
W Assistant Professor Jordan

201-202. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of Beowulf. 6 s.h.

W

PROFESSOR BROWN

203-204. Chaucer .- 6 s.h.

W

PROFESSOR BAUM

205-206. Middle English.—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language.

Students may elect English 205-206 without having studied either

Anglo-Saxon or Middle English.

6 s.h.

W

PROFESSOR BAUM

207-208. English Literature, 1400-1550 -6 s.h.

W

PROFESSOR BAUM

209-210. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period. 6 s.h.

PROFESSOR BROWN

[Not offered in 1931-1932]

211. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. 3 s.h.

W

PROFESSOR GILBERT

212. English Literature, 1625-1660.—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. 3 s.h.

W

PROFESSOR GILBERT

213-214. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. 6 s.h.

W

PROFESSOR BROWN

215-216. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. 6 s.h.

337

PROFESSOR GILBERT

217-218. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton.

W

PROFESSOR GILBERT

219. English Literature, 1660-1744.-3 s.h.

W

PROFESSOR WHITE

220. English Literature, 1744-1798.-3 s.h.

W

PROFESSOR WHITE

# 221. The Drama in England, 1640-1770.-3 s.h.

PROFESSOR BATTM

[Not offered in 1931-1932]

223-224. Studies in the Romantic Poets of the Early Nineteenth Century .-This course considers in an exhaustive manner the works of some of the Romantic poets. 6 s.h.

W

PROFESSOR WHITE

225-226. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. 6 s.h.

W

PROFESSOR CHASE

227. Literary Criticism.—A history of literary criticism to 1700. 3 s.h. PROFESSOR GILBERT

228. Literary Criticism.—A history of literary criticism from 1700 to the present. 3 s.h.

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PROFESSOR GILBERT

#### FOR GRADUATES

301. Bibliography and Methods of Research.—M.W. 3-4:30. 3 s.h.

This course or its equivalent is required of all candidates for higher degrees in English.

W

PROFESSOR BAUM

303-304.—The Elizabethan Period.—This course considers in an exhaustive manner the works of some of the Elizabethan writers. 6 s.h. W PROFESSOR GILBERT

305. The Early Renaissance.—A seminar in the literature and language of the early Renaissance in England and Scotland. 3 s.h.

W

PROFESSOR BATIM

307-308. American Literature.—A seminar in American literature. 6 s.h. PROFESSOR CHASE

[Not offered in 1931-1932]

309. Chaucer.—Special studies in the works and language of Chaucer; lectures, reports, and a thesis. 3 s.h.

W

PROFESSOR BATIM

311-312. American Literature.—The first semester is given largely to the study of Poe, Hawthorne, Emerson, and Whitman; the second, to a study of the South and the West. 6 s.h.

W

PROFESSOR HUBBELL

## ARGUMENTATION AND PUBLIC SPEAKING

FOR SOPHOMORES, TUNIORS, AND SENIORS

151. Public Speaking.—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. 3 s.h.

W

MR. HERRING

152. Argumentation.—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. 3 s.h.

W Mr. Herring

## FORESTRY

#### DIRECTOR KORSTIAN AND ASSISTANT DIRECTOR MAUGHAN

The foundations for educational work in forestry are being laid by Duke University through placing the Duke Forest under intensive management for forestry purposes. The Duke Forest consists of approximately 5,000 acres of land, most of which is adjacent and easily accessible to the University campus. Situated in the lower Piedmont region, composed of second-growth shortleaf and loblolly pines and hardwoods, the Forest is representative of the various types of timber growth found throughout the region.

In developing the Duke Forest the following objectives are being

emphasized:

1. Demonstration of the various methods of timber growing, silvicultural treatment, and forest management on a practical and economic basis looking toward providing a sustained yield of forest products.

2. Development as an experimental forest for research in the prob-

lems of timber growing and in the sciences basic thereto.

3. To serve as an outdoor laboratory where field work can be carried on by forestry students and where research on special problems can be conducted by advanced students under the guidance of the forestry staff.

The Duke Forest staff will be engaged during the coming year in development of the Forest, and courses in forestry will probably not be offered before 1932-33.

## DEPARTMENT OF HISTORY

PROFESSORS BOYD, LAPRADE, AND RIPPY; ASSOCIATE PROFESSORS SHRYOCK, CARROLL,\* AND BALDWIN; ASSISTANT PROFESSORS NELSON, AND MAC-KAY; DRS. LANNING, MANCHESTER, AND WOODY; MESSRS.

MCCLOY, PARKS, AND MABRY

The courses in history are designed (1) to give a comprehensive survey of modern European and American history; (2) to provide for a more detailed study of certain phases of English, American, and Hispanic-American development; (3) to give some knowledge of the problems and resources of the general reader and the teacher of history.

Course 1-2 is a prerequisite for all other courses, and one course in addition is required of all who wish to elect course 204; courses 9 and 91 are prerequisite for courses 113, 114, 119, 120. Sophomores who took only one semester of course 1-2 in the freshman year may be admitted to courses 9 and 91 or 16 provided they made a grade of 85 or above on the semester taken. Courses offered for seniors and graduates are

<sup>\*</sup> Absent on leave, 1931-32.

limited to twenty-five students; juniors may not elect them without special permission from the department and the Council on Graduate Instruction.

Courses are offered throughout the year unless otherwise specified.

## FOR FRESHMEN AND SOPHOMORES

1-2. Modern and Contemporaneous Europe.—In this course the development of modern Europe since the middle of the century is traced with special reference to the rise of nationality, the Industrial Revolution, scientific thought, domestic politics in the leading states, colonial expansion, diplomacy, and the World War. 6 s.h.

Associate Professors Carroll and Baldwin, Assistant Professors
Nelson and Mackay, Drs. Lanning, Manchester, and
W & E Woody, Messrs, McCloy, Parks, and Mabry

## PRIMARILY FOR SOPHOMORES AND TUNIORS

9. Political and Social History of the United States to 1800.—A general survey of the development of the United States in which effort is made to place the proper emphasis on underlying economic or other causes of political and social progress. Required readings in the Yale Chronicles of America with the presentation of book reviews and one research paper. First semester. 3 s.h.

W & E PROFESSOR RIPPY, ASSOCIATE PROFESSOR SHRYOCK, AND DRS. LANNING, MANCHESTER, AND WOODY

91. Political and Social History of the United States, 1800 to 1860.—This course completes the work begun in 9. Second semester. 3 s.h.

W & E PROFESSOR RIPPY, ASSOCIATE PROFESSOR SHRYOCK, AND DRS. LANNING, MANCHESTER, AND WOODY

Note: In courses 9 and 91 no texts are required, but each student pays a class fee of \$3.00 per semester with which all books to be read are purchased and placed in the libraries. This fee is collected through the Treasurer's office.

16. The Development of Modern Europe.—This course is designed as a guide to the study of the forces that have produced Europe as it is today, starting with the Renaissance and the Reformation. 6 s.h.

This course is not open to students who take course 101-102.

W MR. McCloy

## FOR JUNIORS AND SENIORS

101-102. Western European Civilization.—This course is a study of the development in Western Europe of the familiar institutions and culture of modern society. 6 s.h.

Sophomores who made an average grade of 85 or more on course 1-2 may also be admitted to this course. It is not open to those who have had or are taking course 16.

W ASSISTANT PROFESSOR MACKAY

113. History of the United States since 1860.—A continuation of courses 9 and 91. The Civil War and its results, the evolution of reconstruction policies, cultural, political, and economic development since 1876, the World War, and post-bellum problems. First semester. 3 s.h.. Prerequisites, courses 9 and 91.

W

Dr. Lanning

114. History of the United States' Foreign Policy.—This course traces the history of American Diplomacy since 1789. Second semester. 3 s.h. Prerequisites, courses 9 and 91.

W

PROFESSOR RIPPY

Ancient History.—Greek 131—Latin 132.—See Department of Latin and Roman Studies.

W

119. Social and Economic History of the American People.—Particular attention is given to the relationship between economic forces and such phases of social life as the family, morals and customs, immigration, crime and punishment, amusements, public opinion, and public health.

Prerequisites, courses 9 and 91.

W

ASSOCIATE PROFESSOR SHRYOCK

120. The Church in American History.—Among the subjects considered are the relation of theology and church government to political theory and practice, the social and political results of the Great Awakening and of ecclesiastical controversies, the part played by the Church in the American Revolution and in the making of state constitutions, in education, westward expansion, in the reform movements of the nineteenth century, labor controversies, the Civil and World Wars, and internationalism. 6 s.h. Prerequisites, courses 9 and 91.

E.

ASSOCIATE PROFESSOR BALDWIN

124. English History.—A survey of transitions in the political institutions and social development from the Norman Conquest to the present.

6 s.h.

W

PROFESSOR LAPRADE

#### FOR SENIORS AND GRADUATES

203. The Union, Confederacy, and Reconstruction.—The subjects considered are the rise of secession, the constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. First semester. 3 s.h.

W

PROFESSOR BOYD

204. English Constitutional History.—After a brief review of the Anglo-Saxon period, a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries,

the main lines of constitutional development since 1800, and an outline of the British government as it exists today. 6 s.h.

W

PROFESSOR LAPRADE

210. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. 6 s.h.

W

PROFESSOR BOYD

[Not offered in 1931-1932]

212. The Teaching of History and Civics (Education 226).—This course consists of informal discussions, based upon collateral reading and observation work of such topics as aims, tests for values, the social-studies curriculum, class-room procedure, and course and lesson planning. The class is limited in numbers to fifteen, admission being made only after consultation with the instructor, preferably during the preceding spring. Only such seniors are admitted as are thinking seriously of teaching history in the high schools, who have taken at least eighteen hours of history in college, and who expect to qualify for a North Carolina Grade A teaching certificate. These qualifications, however, do not necessarily apply to graduate students, who may be admitted upon consultation with the instructor at the beginning of the fall term. 3 s.h.

W

ASSOCIATE PROFESSOR SHRYOCK

217. Europe since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. 6 s.h.

Associate Professor Carroll

[Not offered in 1931-1932]

218. The History of the European Proletariate.—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. 6 s.h.

[Not offered in 1931-1932]

W

ASSOCIATE PROFESSOR CARROLL

222. Early Modern History.—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. 6 s.h.

W

ASSISTANT PROFESSOR NELSON

223. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical, and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy, and art, in the period 300-1300 A.D. 6 s.h.

W

ASSISTANT PROFESSOR MACKAY

230. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. Second semester. 3 s.h.

W Professor Boyd

231. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. First semester. 3 s.h.

W

PROFESSOR RIPPY

232. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. Second semester. 3 s.h.

W

Dr. Lanning

# DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER, ASSISTANT
PROFESSOR WILSON, DR. SHEARS, AND MR. MAXWELL

The Department of German attempts in the courses offered below to meet the needs of two classes of students, those intending to make a systematic and prolonged study of the German language and literature and those wishing to acquire a ready reading knowledge of modern German prose. The opportunity to write a great many exercises and see them carefully corrected, to take frequent dictations in German, and to hear the language spoken a part of each recitation-hour in the elementary courses ought to enable the student to understand a connected lecture in German.

German 1-2 and 3-4 are prerequisites for course 109-110 and all subsequent courses.

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

1-2. Elementary German.—Pronunciation, grammar, and translation; dictation, easy prose, and poetry. 6 s.h.

W & E PROFESSOR KRUMMEL, ASSISTANT PROFESSOR WILSON, Dr. Shears, and Mr. Maxwell

3-4. Intermediate German.—Grammar and composition; dictation; spoken German; reading of narrative and dramatic prose. 6 s.h.

W & E PROFESSOR KRUMMEL, ASSISTANT PROFESSOR WILSON,
Dr. Shears, and Mr. Maxwell

167-108. Scientific German.—The translation and, as soon as possible, the reading without translation of modern scientific prose. 6 s.h.

W PROFESSOR WANNAMAKER

109-110. German Prose Fiction.—Origin and development of the German novel; reading and discussion of typical selections from representative authors of the various literary movements of the nineteenth century. Lectures and reports. 6 s.h. Professor Krummel INot offered in 1931-19321

111-112. Introduction to the Classic Drama.—Selected plays from Lessing, Schiller, Goethe, and Kleist, 6 s.h.

W ASSISTANT PROFESSOR WILSON

113-114. Masterpieces of German Prose—German Lyrics and Ballads.—Brilliant powerful prose from such geniuses as Heine, Grillparzer, and Kleist. Lyrics and ballads from one of the richest fields of German literature.

6 s.h.

Assistant Professor Wilson

[Not offered in 1931-1932]

115-116. German Drama of the Nineteenth Century.—A study of the leading dramatists from Kleist to Hauptmann. Lectures, collateral reading, and reports, 6 s.h.

W

PROFESSOR KRUMMEL

117-118. Conversational German.—Grammar-review, modern German conversation, and composition. Recommended especially for those who are majoring in German. 6 s.h.

W

PROFESSOR -

119-120. Great Epochs in German Literature.—The great epochs in German literature studied through English translations. Lectures, discussions, and collateral reading. (No knowledge of German required.)

6 s.h.

w

PROFESSOR VOLLMER

121-122. Schiller.—A comprehensive study of his life, works, and philosophy. Lectures, collateral reading. 6 s.h.

E

PROFESSOR VOLLMER

201-202. Goethe.—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities.

6 s.h.

w

PROFESSOR KRUMMEL

203-204. Leibnitz to Romanticism.—Eighteenth century German literature in its relation to contemporary European philosophy. Lectures, collateral reading. 6 s.h. Professor Vollmer

[Not offered in 1931-1932]

205-206. Middle High German.—The language and literature of Germany's first classical period. Grammar and translation. First semester: Wright's Middle High German Primer, and Der arme Heinrich. Second semester: Das Nibelungenlied, Tristan und Isolde, or Parzival. 6 s.h.
[Not offered in 1931-1932]

PROFESSOR VOLLMER

207-208. German Romanticism.—The entire romantic movement in Germany will be studied in its relation to European romanticism. Lectures, reading. 6 s.h.

W

PROFESSOR VOLLMER

## DEPARTMENT OF GREEK

PROFESSOR PEPPLER, ASSISTANT PROFESSOR WAY,
AND MR. TRUESDALE

Courses 121-122, 141-142, and 131 are entirely in English and require no knowledge of the Greek language. The purpose in offering them is to give a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

Odd-numbered courses are offered in the first semester, even-numbered in the second semester.

All classes in the Greek department are held on the West Campus.

1-2. Course for Beginners .-- 6 s.h.

W

Mr. Truesdale

Open to all students.

3-4. Xenophon.—Anabasis, Books I-IV. 6 s.h.

W

Mr. Truesdale

Open to students who offer one unit of Greek for admission and to those who have completed course 1-2.

105-106. Homer,-Iliad. Books I-VI. 6 s.h.

W Assistant Professor Way Open to students who offer two units of Greek for admission and to those who have completed courses 1-2 and 3-4 or their equivalent.

107-108. Plato.—Apology, Crito, and selections, together with collateral reading in the Memorabilia of Xenophon and in the Clouds of Aristophanes. Euripides.—One play, to serve as an introduction to Greek tragedy. 6 s.h.

VV

ASSISTANT PROFESSOR WAY

Open to students who offer three units for admission and to others who have completed the required preliminary work.

117-118. Greek Prose Composition.—The character of this course is determined by the needs of the students who elect it. 2 s.h.

W PROFESSOR PEPPLER

121-122. Greek Literature in English Translations.—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all juniors and seniors, whether they know Greek or not. First, the Iliad and the Odyssey are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Mycenean age; then, many of the extant plays of the three great tragic poets are studied in English translations. 6 s.h.

W PROFESSOR PEPPLER

The student may elect course 122, whether or not he has taken course 121.

141-142. Greek Art.—Illustrated lectures, study of the textbook, and other assigned reading. For the sake of historical perspective, a cursory account of art in the Stone Ages and in Egypt and Mesopotamia is given at the beginning of the course; then, some time is devoted to the art of prehistoric Greece. The principal objects of study are the sculpture and architecture of classic Greece. No knowledge of Greek is required. Open as an elective to juniors and seniors. 6 s.h.

W Assistant Professor Way

Greek 131—Latin 132—Ancient History.—First semester: History of Greece with brief introduction dealing with Oriental nations. Second semester: History of Rome. May be counted for credit either as Greek or as Latin or as History. Required of Greek majors. 6 s.h.

W Professor Anderson

## FOR SENIORS AND GRADUATES

201-202. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. 6 s.h.

W PROFESSOR PEPPLER

203-204. Homer.—Odyssev. Pindar and Bacchylides. 6 s.h.

W Professor Peppler

205-206. Greek Historians.—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. 6 s.h.

W Professor Peppler

207-208. Greek Orators.—Selected speeches. 6 s.h.

V Professor Peppler

299-210. Plato.—Symposium, Phaedo, and parts of the Republic. 6 s.h. W Professor Peppler

Only one of the five courses for seniors and graduates, listed above, is offered in any one year.

243. Greek Archaeology.—The topography and monuments of Athens are studied, and other matters supplementary to course 141-142 are presented. Course 243 is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Course 141-142 is prerequisite. 3 s.h.

W

ASSISTANT PROFESSOR WAY

[Not offered in 1931-1932]

244. Greek Epigraphy.—The history of the alphabet is studied, and extensive practice is afforded in reading inscriptional texts in the original characters. The various local peculiarities are carefully differentiated with the aid of facsimile reproductions. 3 s.h.

W

ASSISTANT PROFESSOR WAY

[Not offered in 1931-1932]

245. Greek Dialects.—Select transliterated inscriptions, illustrative of the major Greek dialects, are read and discussed with a view to developing a facility in reading original sources. On the philological side, an effort is made to trace the origin of the various dialectal forms from those of pre-ethnic Greek and to relate them, so far as possible, to the history of the language. 3 s.h.

W

ASSISTANT PROFESSOR WAY

246. Greek Historical Inscriptions.—The more valuable historical inscriptions are read in chronological order, and their subject-matter carefully studied and interpreted in their general bearing upon the course of Greek history. In special instances, emphasis is laid upon the relation of inscriptional sources to literary sources. Course 131 is prerequisite.

3 s.h.

W

ASSISTANT PROFESSOR WAY

Graduates of this University may attend the American School of Classical Studies at Athens, Greece, without charge for tuition, and are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology and one in the language, literature, and history of ancient Greece, each with a stipend of \$1400, that are awarded mainly on the basis of examinations held in the beginning of March of each year.

# DEPARTMENT OF LATIN AND ROMAN STUDIES

PROFESSOR R. R. ROSBOROUGH, A. R. ANDERSON, ASSISTANT PROFESSOR
A. M. GATES, AND MR. O. S. POWERS

Work is offered in several branches of Roman Studies: Latin Language and Literature, Roman Art and Archaeology, Ancient History, Roman Law. Students who present for entrance less than the four standard units of high-school Latin may make up the deficiency by taking the requisite courses from Latin 1-2, 3-4, 19. These courses are more comprehensive than the high-school courses of which they might

seem the equivalent, and are by no means designed to supplant the teach-

ing of Latin in the high school.

Major: A minimum of thirty-four semester-hours which must include Latin 11, 12, 13, 14, 15-16, 17-18 or 19, 132, Greek 131, the balance to be made up from courses numbered above 100. In a teaching-major Latin 109 must be included

Odd-numbered courses come the first semester, even-numbered the second, except 19. Roman Law.

# FOR ALL STUDENTS, PRIMARILY FOR FRESHMEN AND SOPHOMORES

1-2. Introductory Course.—Elementary Latin and Reading of Easy Prose.—First semester: Forms, pronunciation, vocabulary, constructions, derivatives. Second semester: Continuous prose reading and translation, with continued emphasis on grammar and forms. Those who present only one unit of Latin for entrance must, unless excused by the department, attend the course from the beginning, but will receive credit for the second semester's work only. Those who satisfy the entrance requirement in foreign language by presenting four units of languages other than Latin may count the course for college credit upon completion of Latin 3 and 4, or Latin 3 and 19. 6 s.h.

Mr. Powers

3. Cicero's Orations.—Four orations including the Manilian Law and Archias, with some attention to prose composition. Prerequisite, two units of entrance Latin or Latin 1-2. The class meets five hours a week.

W Mr. Powers

4. Vergil's Aeneid.—Selections from books I-VI, to the amount of four books, will be read and translated, due attention being paid to prosody. Prerequisite, three entrance units and either Latin 17 taken in the semester preceding admission to the course or attendance without credit on course 3 for review. The class meets five hours a week. 5 s.h.

W. MR. POWERS

19. Roman Law.—An introduction to some of the more interesting and instructive principles and institutions of Roman Law in the original Latin sources. Prerequisite, Latin 3 or its equivalent. Students must consult the instructor before registering for the course. 3 s.h.

W-Second semester. Professor Rosborough

11. Terence.—Three comedies will be read. Prerequisite, four units of entrance Latin, or Latin 3-4, or Latin 3 and 19. 3 s.h.

W & E THE STAFF

12. Horace.—Odes and Epodes. 3 s.h.

W & E THE STAFF

13. Sallust and Tacitus.—The Jugurtha of Sallust, the Agricola and the Germania of Tacitus. Prerequisite, Latin 11 and 12. 3 s.h.

W PROFESSOR ROSBOROUGH

14. Catullus.—Most of the poems will be read, and Catullus's influence on certain ancient and modern poets will be discussed. 3 s.h.

W PROFESSOR ROSBOROUGH OR ASSISTANT PROFESSOR GATES

15-16. Latin Composition.—Prerequisite or concurrent, Latin 11 and 12. One hour throughout the year. 2 s.h.

W&E

Mr. Powers

17. Sight Reading in Classical Latin.—One period of an hour and a half per week through the first semester. Recommended to students entering with three units of Latin as preparation for beginning Vergil the second semester. No outside preparation required. 1 s.h.

W & E

THE STAFF

18. Sight Reading in Mediaeval Latin.—One period of an hour and a half per week through the second semester. Prerequisite, Latin 11 or 12 or 17. No outside preparation required. 1 s.h.

W & E

THE STAFF

## FOR JUNIORS AND SENIORS

101. Tacitus and Suetonius.—Selections from Books I-VI of the Annales of Tacitus with parallel readings in Suetonius's biography of Tiberius offer much interesting subject matter and at the same time present two important Roman conceptions of history and the historian's task. 3 s.h.

W&E

PROFESSOR ROSBOROUGH

102. Juvenal and Persius.—Juvenal's literary satire will form the basis of the course, and several satires of Persius will be read for comparison.

3 s.h.

W&F

PROFESSOR ROSBOROUGH

- 103. The Roman Elegiac Poets.—[Not offered in 1931-1932.]
- 104. The Satires and Epistles of Horace.—[Not offered in 1931-1932.]
- 105. The Roman Epigram.—[Not offered in 1931-1932.]
- 106. Letters of Pliny the Younger. [Not offered in 1931-1932.]
- 107. Livy: Ab Urbe Condita.—Books I, XXI, and XXII entire. 3 s.h. W & E

  Assistant Professor Gates
- 108. Cicero's Letters.—A considerable amount of the interesting and important correspondence of Cicero will be read. 3 s.h.

W&E

Assistant Professor Gates

169. Materials and Methods.--[To be offered again in 1932-1933.]

# COURSES OF GENERAL INTEREST

111-112. Latin Literature in English Translation.—[Not offered in 1931-1932.]

# 113-114. Roman Civilization.—[Not offered in 1931-1932.]

Greek 131—Latin 132—Ancient History.—First semester: History of Greece with a brief introduction on Oriental nations. Second semester: History of Rome. May be counted for credit as history, Greek, or Latin, but carries no language credit. 6 s.h.

W Professor Anderson

215. Introduction to Roman Archaeology and Art.—[Not offered in 1931-1932.]

216. Topography and Monuments of Ancient Rome.—[Not offered in 1931-1932.]

#### FOR SENIORS AND GRADUATES

201. Roman Fiction. - [Not offered in 1931-1932.]

202. Early Latin Christianity. [Not offered in 1931-1932.]

203-204. Epic Poetry.—[Not offered in 1931-1932.]

205-206. Roman Dramatic Literature.—Select Comedies of Plautus and Terence; select Tragedies of Seneca. A rapid reading course throughout the year. 6 s.h.

W & E PROFESSOR ANDERSON OR ASSISTANT PROFESSOR GATES

207-208. Roman Philosophy.—Lucretius: De Rerum Natura; selected readings from the philosophical works of Cicero and Seneca. 6 s.h.

W & E Professor Anderson or Assistant Professor Gates

209-210. Vulgar Latin and Introduction to Romance Philology.—[Not offered in 1931-1932.]

For courses for graduates see the announcement of the Graduate School.

#### DEPARTMENT OF MATHEMATICS

PROFESSORS FLOWERS, MARKHAM, RANKIN, AND ELLIOTT, ASSISTANT PRO-FESSORS PATTERSON, ALDRIDGE, HICKSON, MILES, THOMAS, AND DALE, MESSRS. ARNOLD, DRESSEL, AND GREENWOOD, AND ASSISTANTS

Courses 1 and 2 normally make up the six hours of required work in mathematics. However, if a student has had a thorough course in advanced algebra, or a course in trigonometry, he should obtain permission from the department to substitute more appropriate courses in mathematics. A student preferring a unified course in elementary mathematics to the traditional plan of studying the elementary subjects separately should, by permission of the department, take course 3 instead of courses 1 and 2. A student who is interested in mathematics to the extent that he probably may take it as a major should, by permission of the department, take course 10 if his schedule permits. If a student has had sufficient preparation, he should obtain permission from the department to take course 5.

Major: Courses 5, 25, and 30, and twelve additional semester-hours form a minimum requirement for a major. Mathematics majors should take their required foreign language in French and German, and are strongly advised to take some work in physics or philosophy. A student should consult the department for particulars regarding honors work in mathematics.

Unless otherwise specified, odd-numbered courses are offered the first

semester and even-numbered courses the second semester.

1. College Algebra.—Each semester. 3 s.h.

This course normally is required of all students. Students found deficient in elementary algebra may be required to review this before registering for course 1.

W & E STAFF

2. Plane Trigonometry.—Each semester. 3 s.h.

W-Fall semester. W & E-Spring semester. STAFF

Prerequisite, except by special permission of the department, course 1. Course 2 normally is required of all students.

3. Elementary Mathematical Analysis.—A unified course treating elementary topics in mathematics. With permission from the department this course may be substituted for courses 1 and 2. 6 s.h.

W & E STAFF

5. Plane Analytic Geometry.—Each semester. 3 s.h.

W & E

STAFF

STAFF

Prerequisite, course 2.

10. Engineering Mathematics.—This course, given for engineering freshmen and other students who desire to take more than 6 hours of mathematics in their freshman year, includes college algebra, plane trigonometry, and plane analytic geometry. 10 s.h.

E ASSISTANT PROFESSOR PATTERSON

11. Engineering Mathematics.—This course is given for engineering freshmen who do not qualify to take mathematics 10. See Department of Engineering. 12 s.h.

E ASSISTANT PROFESSOR PATTERSON

16. Solid Geometry.—Given second semester on sufficient demand. 3 s.h. W

This course carries elective credit only.

21. Mathematics of Investment.—An elementary course dealing with simple and compound interest, annuities certain, amortization, sinking funds, depreciation, evaluation of bonds, and life insurance. 3 s.h.

W ASSISTANT PROFESSOR HICKSON

Prerequisites, courses 1 and 2. This course carries elective credit only.

25. Differential Calculus .- Each semester. 4 s.h.

W & E

Prerequisite, course 5.

30. Integral Calculus .- Each semester, 4 s.h. W-Fall semester. W & E-Spring semester. Prerequisites, courses 5 and 25.

STAFF

201. History of Mathematics.—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. 3 s.h.

PROFESSOR RANKIN

Prerequisite, course 30.

204. Teaching of Mathematics.\*—This course is designed primarily for those who intend to teach high-school and college mathematics. It deals with the recent changes in methods of studying mathematics. 3 s.h.

PROFESSOR RANKIN

Prerequisite, course 30.

225. Theory of Equations and Determinants .- 3 s.h.

ASSISTANT PROFESSOR DALE

Prerequisite, course 25.

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. 3 s.h.

W

PROFESSOR ELLIOTT

Prerequisite, course 30.

235. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. Either semester. 3 s.h. ASSISTANT PROFESSOR THOMAS

Prerequisite, course 25.

239-240. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. 6 s.h.

W

PROFESSOR ELLIOTT

Prerequisite, course 30.

250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high-school geometry. 3 s.h.

PROFESSOR RANKIN

Prerequisite, course 25.

<sup>\*</sup> This course carries graduate credit only for students whose major subject is education.

255-256. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. 6 s.h.

W

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 25.

259-260. Analytic Geometry of Space.—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. 6 s.h.

W

PROFESSOR ELLIOTT

Prerequisite, course 25.

275. Probability.—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. 3 s.h.

W

ASSISTANT PROFESSOR MILES

Prerequisite, course 30.

276. Probability.—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, applications. 3 s.h.

W

Assistant Professor Miles

280. Fourier's Series and Spherical Harmonics.—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. *Either semester*. 3 s.h.

77.7

Assistant Professor Dale

Prerequisite, course 30.

281. Elementary Potential Theory.—Fields of force; Newtonian potentials due to volume and to surface distributions. Primarily for students who are interested in mathematical physics. 3 s.h.

W

ASSISTANT PROFESSOR MILES

Prerequisite, course 30.

284. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. 3 s.h.

W

PROFESSOR ELLIOTT

Prerequisite, course 30.

## DEPARTMENT OF PHILOSOPHY

PROFESSORS WIDGERY, CRANFORD, AND GILBERT

101-102. Introduction to Philosophy.—This course is intended to acquaint the student with the nature of philosophical problems and to show how they arise in the mind of the individual. Lectures, assigned readings with reports. 6 s.h.

W

PROFESSOR CRANFORD

E

Professor Gilbert

(Not open to freshmen.)

107. An Outline History of Science.—A review of the origin and development of the modern sciences. A general history of scientific method, of the achievement by mankind of analytical and experimental ways of thinking. Two lectures and one discussion hour. 3 s.h.

W

Professor — hases of t

201-202. The Philosophy of Art.—Study of the various phases of the aesthetic experience and forms of beauty with analysis of examples. Particular attention will be given to recent writers on aesthetics. Lectures, discussion, and reports, 6 s.h.

E

PROFESSOR GILBERT

203-204. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct, approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's The World of Values. 3 s.h.

W

PROFESSOR CRANFORD

295-206. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. 6 s.h.

[Not offered in 1931-1932]

PROFESSOR WIDGERY

207-208. Political Philosophy.—6 s.h. [Not offered in 1931-1932]

Professor -

209-210. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, reports. 6 s.h.

W

PROFESSOR WIDGERY

211-212. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of the nineteenth century. Lectures, study of texts, reports. 6 s.h.

W

PROFESSOR WIDGERY

213-214. History of Aesthetic.—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. 6 s.h.

 $\mathbf{E}$ 

PROFESSOR GILBERT

215-216. Contemporary Philosophy.—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discussions, and reports, 6 s.h.

[Not offered in 1931-1932]

PROFESSOR WIDGERY

221. Spinoza.—Detailed study of Spinoza's works showing the development of his own thought and his relation to his contemporaries. Lectures and reports. 3 s.h.

W

PROFESSOR GILBERT

223. Idealism and Rationalism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. 6 s.h.

W

PROFESSOR CRANFORD

225. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smyth's Christian Ethics. 3 s.h.

W

PROFESSOR CRANFORD

## DEPARTMENT OF PHYSICS

PROFESSORS EDWARDS AND HATLEY, ASSISTANT PROFESSORS COLLINS AND NIELSEN, DR. CONSTANT, MR. CARPENTER, AND ASSISTANTS

The first course in physics deals largely with those fundamental facts and theories concerning the physical universe that are supposed to be of interest to every intelligent man, and the matter presented is within the

comprehension of every college student.

The courses in physics after the first year are designed to meet the needs of three classes of students: (1) those desiring to specialize in physics with a view to work in teaching or investigation; (2) those intending to pursue the study of medicine, biology, or chemistry; (3) those looking forward to the study of engineering. The work of the first year is designed to lay a broad foundation for subsequent study.

Odd-numbered courses are offered in the first semester, even-num-

bered courses in the second semester.

1-2. General Physics.—This course stresses neither mathematical processes nor exact measurements. It traces historically and experimentally the development of great principles. The class is divided into four groups according to the ability of the students as judged by various tests. For the purpose of laboratory instruction, the entire class is divided into fifteen sections. Three hours recitations and two hours laboratory.

8 s.h.

W & E

PROFESSOR EDWARDS, MR. CARPENTER,
AND ASSISTANTS

3-4. Physics for Engineers.—A course in general physics which gives special emphasis to engineering problems. Open to sophomores who have completed trigonometry. Four hours recitation E and three hours laboratory W. 10 s.h.

PROFESSOR HATLEY AND ASSISTANT
PROFESSOR COLLINS

5-6. Household Physics.—A course designed primarily to meet the requirements in physics for students preparing to specialize in domestic science. The course is based on Whitman's Physics of the Household.

3

E ASSISTANT PROFESSOR -

7-8. Teacher's Physics.—This course is designed primarily for those intending to teach physics in secondary schools. Enough advanced theory is covered to give some perspective, but special emphasis is placed on a study of method, every-day application of principles, construction of apparatus, the mounting of classroom experiments, and on general laboratory technique. 6 s.h.

W

ASSISTANT PROFESSOR -

Prerequisite, course 1-2 or its equivalent.

If less than ten students elect any one of the four preceding courses, it will not be offered.

51-52. Laboratory Physics.—In this course students are taught methods of exact observation and measurement in mechanics, heat, sound, light, and electricity. 1 to 3 s.h.

W

ASSISTANT PROFESSOR COLLINS

53. Electricity.—A lecture course which covers the fundamental principles of electricity and magnetism in a more complete and advanced manner than is possible in Physics 1, 3 s.h.

W

PROFESSOR EDWARDS

Prerequisite, course 1-2 or its equivalent.

54. Physical Optics and Elementary Atomic Physics.—A lecture course covering the fundamental principles of physical optics and the physics of the atom. 3 s.h.

W

PROFESSOR EDWARDS

Prerequisite, course 1-2 or its equivalent,

55. Mechanics.—This course covers in a thorough way the more advanced phases of mechanics, which do not require the use of the calculus. Course 1-2 or its equivalent and a knowledge of trigonometry are prerequisites to this course. 3 s.h.

W

ASSISTANT PROFESSOR COLLINS

56. Heat.—A semester course covering the principles of heat. This course is a preparation for advanced courses in Physical Chemistry and Thermodynamics. Course 1-2 or its equivalent and a knowledge of trigonometry are prerequisites to this course. 3 s.h.

W

Assistant Professor Collins

57-58. Physics Problems.—First or second semester, each one, two, or three hours. Total possible credit, three hours.

W

ASSISTANT PROFESSOR NIELSEN

102. Electrical Measurements.—This course is intended as a general elective for students in electrical engineering and physics. A fundamental course in electrical engineering or course 207 or course 53 is a prerequisite. One recitation and two three-hour laboratory periods per week. 1 to 3 s.h.

W

ASSISTANT PROFESSOR NIELSEN

The following courses are arranged primarily for senior students but they are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester-hours in physics are presumed in all of the following courses.

201-202. Principles of Radio Transmission and Reception.—A course covering the general theory of wave propagation and including a study of inductance capacity, induction coils, oscillatory discharge, high-frequency generators and transformers, and the various methods of detecting electromagnetic waves. 6 s.h.

W

ASSISTANT PROFESSOR COLLINS

Prerequisite, course 207 or its equivalent.

203-204. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. 6 s.h.

W

Assistant Professor Collins

205. Physical Optics.—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The laboratory work is based on Taylor's Advanced Optics. Two lectures and one three-hour laboratory period per week. 3 s.h.

W

PROFESSOR HATLEY

266. Modern Physics.—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. 3 s.h.

W

PROFESSOR HATLEY

207-208. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's Electricity and Magnetism is used as a basis of the lectures. Three lectures per week, throughout the year. 6 s.h.

W

DR. CONSTANT

209. Thermodynamics.—Thermodynamics is the science on which the physico-chemical sciences are based. This introductory course deals with basic principles freed from all unnecessary complications. Hence it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies.

3 s.h.

W Professor Edwards [Offered in alternate years with course 207-208.]

211-212. History of Physics.—A rapid review of the fundamental laws of physics developed from the historical point of view. First or second semester. 2 s.h.

W

PROFESSOR EDWARDS

# DEPARTMENT OF PSYCHOLOGY

PROFESSOR MCDOUGALL, ASSOCIATE PROFESSOR LUNDHOLM, AND ASSISTANT
PROFESSORS ZENER, RHINE, AND ADAMS

101. Introduction to Psychology: General Principles.—Lectures, demonstrations, prescribed readings, and reports. 3 s.h.

W&E

PROFESSOR McDougall

This course will be given on the East Campus also provided there is sufficient demand for it.

102. Introduction to Psychology: Experimental and Applied.—A demonstrational introduction to the method and results of experimental and applied psychology. 3 s.h.

W

Assistant Professor Zener

201. Social Psychology.—Lectures, readings, and reports. 3 s.h.
W Professor McDougall

213. Abnormal Psychology.—Lectures, demonstrations, readings, and reports. 3 s.h.

W

ASSOCIATE PROFESSOR LUNDHOLM

- 203. Psychology of Aesthetics.—Lectures, readings, and reports. 3 s.h. W Associate Professor Lundholm
- 205. Psychology of Reasoning.—Lectures, readings, and reports. 3 s.h.
  W Assistant Professor Rhine
- 206. Psychology of Character and Conduct.—Lectures, readings, and reports. 3 s.h.

W

ASSISTANT PROFESSOR RHINE

207. Advanced Laboratory Psychology.—Laboratory technique and individual problems. 3 s.h.

W

ASSISTANT PROFESSOR ZENER

208. Neurological Foundations of Psychology.- 4 s.h.

W

ASSISTANT PROFESSOR ZENER

Lectures and demonstrations.

209A. Advanced Experimental Psychology.-3 s.h.

W

Assistant Professor Zener

Lectures and readings.

210. Physiological Psychology.—Lectures, laboratory, and special problems. 4 s.h.

W

ASSISTANT PROFESSOR ZENER

[Not offered in 1931-1932]

211. Psychology of Personality .--

W [Not offered in 1021 1022]

ASSISTANT PROFESSOR RHINE

[Not offered in 1931-1932]

212. History and Critical Survey of Psychical Research.-

W

ASSISTANT PROFESSOR RHINE

[Not offered in 1931-1932]

214. Introduction to Research in Abnormal Psychology.—Laboratory work and reading. 4 s.h.

Associate Professor Lundholm

216. Schools of Abnormal Psychology Seminar.- 3 s.h.

Associate Professor Lundholm

## DEPARTMENT OF RELIGION

PROFESSORS RUSSELL, SPENCE, CANNON, ORMOND, BRANSCOMB, MYERS,
GARBER, GODBEY, HICKMAN, ROWE, VIETH, AND MRS. SPENCE
AND DR. CRUM

The Department of Religion is divided into several sub-divisions. The purpose is to offer courses through which the college student, especially one looking forward to some form of Christian work, may secure a general view of the field of religion, both in theoretical and in practical phases. The prerequisite to all courses in religion is a year's course in the English Bible; all other courses are elective.

Odd-numbered courses are offered in the first semester, even-num-

bered courses in the second semester.

1-2. Biblical Literature.—This course gives a general survey of the entire Bible. It is required of all students by the end of the sophomore year, except those in Group IV, and of them before graduation. 6 s.h.

PROFESSORS MYERS, SPENCE, ORMOND, ROWE.

W & E AND Mrs. Spence and Dr. Crum

[Note: On consent of the instructors, sophomores may be admitted to courses 103, 104, 131, 161, 162.]

103. The Prophets of the Old Testament.—A general study of the history and nature of Hebrew prophecy; a detailed study of the message of the outstanding pre-exilic literary prophets. 3 s.h.

W

PROFESSOR MYERS

104. The History and Religion of the Jews to the Roman Period.—Based upon exilic and post-exilic prophecy, wisdom literature, and the earlier apocalypses. 3 s.h.

W

PROFESSOR MYERS

131-132. American Christianity.—The aim of this course is to trace the growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America. Prerequisite, History 1-2 or its equivalent. 6 s.h.

W

PROFESSOR GARBER

[Not offered in 1931-1932]

161. Introduction to Religious Education.—Designed to give the student some acquaintance with the tools and methods of modern religious education, the meaning and significance of scientific procedure, and the psychology of learning as it relates to this field. 3 s.h.

w

PROFESSOR SPENCE

162. Age-Group Characteristics.—A study of the different periods of human life with a view to determining the needs and interests of the pupil at each given stage. 3 s.h.

W

PROFESSOR SPENCE

201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. 6 s.h.

W

PROFESSOR GODREY

203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting. 6 s.h.

W

PROFESSOR RUSSELL

211-212. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. 6 s.h.

W

PROFESSOR BRANSCOMB

213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. 6 s.h.

W

PROFESSOR BRANSCOMB

215. The Life of Jesus.—An attempt to discover the consciousness, purpose, and significance of Jesus as set forth in the Synoptic record. 3 s.h. W

[Not offered in 1931-1932]

PROFESSOR MYERS

216. The Teaching of Jesus.—An interpretation of the teaching of Jesus, based upon the Synoptics, Matthew receiving principal consideration. 3 s.h.

W

PROFESSOR MYERS

217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. 3 s.h.

w

PROFESSOR BRANSCOMB

218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. 3 s.h.

W

PROFESSOR RUSSELL

210. Life of Paul.—A study of Paul's life on the basis of Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. 3 s.h.

PROFESSOR MYERS

- 233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. 3 s.h. PROFESSOR GARRER
- 234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. 3 s.h.

W

PROFESSOR GARBER

251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. 3 s.h.

PROFESSOR ORMOND

252. Rural Church Administration.—This course deals with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. 3 s.h.

W

PROFESSOR ORMOND

261. Administration and Supervision of Religious Education.—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. 3 s.h.

PROFESSOR VIETH

262. Surveys, Tests, and Measurements.—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. 3 s.h.

W

PROFESSOR -

263. Types and Technique of Religious Teaching.—The course attempts to give a clear conception of the principles of religious teaching and of analysis and criticism of the various types of teaching technique. Special attention given to the project method and group discussion. 3 s.h. W PROFESSOR SPENCE

265. Curriculum of Religious Education.—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. 3 s.h.

W

PROFESSOR VIETH

266. Religious Drama.—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. 3 s.h.

W

PROFESSOR SPENCE

267. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. 3 s.h.

W

PROFESSOR SPENCE

[Not offered in 1931-1932]

268. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. 3 s.h.

W

PROFESSOR SPENCE

[Not offered in 1931-1932]

269. Principles and Program of Character Education.—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. 3 s.h.

W

PROFESSOR -

270. Religious Education in the Home.—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. 3 s.h.

W

Professor -

271. Research in Religious Education.—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) 3 s.h.

W

PROFESSOR -

272. Philosophy of Religious Education.—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, course 261. 3 s.h.

W

PROFESSOR VIETH

273. Curriculum Construction.—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. 3 s.h.

W

PROFESSOR SPENCE

[Not offered in 1931-1932]

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. 3 s.h.

W

PROFESSOR HICKMAN

- 276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, course 275 or its equivalent. 3 s.h. W
- 281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. 3 s.h.

W Professor Cannon

282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. 3 s.b.

W

PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of Northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. 3 s.h.

137

PROFESSOR CANNON

284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. 3 s.h.

W

PROFESSOR CANNON

# DEPARTMENT OF ROMANCE LANGUAGES

PROFESSORS WEBB, COWPER, AND JORDAN, ASSISTANT PROFESSORS YOUNG AND WALTON, MR. STEINHAUSER, MR. BRIDGERS, MR. DAVIS, AND MR. QUYNN, MISS BREWER, MISS GILLESPIE, AND MR. HERDMAN

The elementary and introductory courses in French are for the general student and seek to impart a reading knowledge of standard French. Courses 107 and 217 offer systematic training in the French language. They prepare for university courses where French is used in class, for foreign study, and for teaching French. Course 218 is a materials-and-methods course treating the reading material of the second-year school course. The literary courses are devoted to the systematic study of classical and modern French literature. Advanced students are offered an introductory course in Old French philology and literature.

The first two courses in Spanish are for the general student. They are designed to give a reading knowledge and a sound beginning in the use of the language. The remaining courses afford the opportunity to

continue the study of the Spanish language and of Spanish and Spanish-American literature through the remaining two years of the college course.

An intensive course in Italian is offered to well-qualified language students.

Owing to the large number of applicants for enrollment in the elementary French and Spanish courses, it is necessary to limit the number admitted. Students are admitted into each section in the order of application until the established maximum is reached.

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

#### FRENCH

FOR ALL STUDENTS, PRIMARILY FOR FRESHMEN AND SOPHOMORES

1. Elementary French.—Pronunciation, grammar to include regular verb forms and common irregular verb forms, translation. 3 s.h.

Assistant Professors Young and Walton, Mr. Bridgers, Mr. Davis, and Mr. Quynn

Sections 1 and 2—East Campus. Sections 3, 4, 5, 6—West Campus.

2. Elementary French.—Completion of the irregular verb, composition, dictation, and translation of simple French. 3 s.h.

Assistant Professors Young and Walton, Mr. Bridgers, Mr. Davis, and Mr. Quynn

Sections 1 and 2—East Campus. Sections 3, 4, 5, 6—West Campus.

3. French Prose.—Grammar review, dictation, composition, reading, and translation of selected works of modern French authors. 3 s.h.

PROFESSORS WEBB, COWPER, AND JORDAN, ASSISTANT PROFESSOR WALTON, MR. BRIDGERS, MR. DAVIS, AND MR. QUYNN

Prerequisites, French 1 and 2, or two years of high-school French. Sections 1, 2, 3—East Campus. Sections 4, 5, 6, 7, 8, 9—West Campus.

4. French Prose.—Dictation, composition, reading, and translation of selected works of modern French authors. 3 s.h.

PROFESSORS WEBB, COWPER, AND JORDAN, ASSISTANT PROFESSOR
WALTON, MR. BRIDGERS, MR. DAVIS, AND MR. OUYNN

Prerequisites, French 1 and 2, or two years of high-school French. Sections 1, 2, 3—East Campus. Sections 4, 5, 6, 7, 8, 9—West Campus.

5. Introductory Survey of French Literature from 1636.—Selected works of Corneille, Racine, Molière, Voltaire, outline history, outside readings, and reports. 3 s.h.

PROFESSORS COWPER AND JORDAN, ASSISTANT PROFESSORS
YOUNG AND WALTON, AND MR. BRIDGERS

Prerequisites, French 3 and 4.

Sections 1, 2, 5—West Campus. Sections 3, 4—East Campus.

6. Introductory Survey of French Literature from 1750.—Selected works of Rousseau, Chateaubriand, Hugo, Balzac. Outline history, outside readings, and reports. 3 s.h.

PROFESSORS COWPER AND JORDAN, ASSISTANT PROFESSORS
YOUNG AND WALTON, AND MR. BRIDGERS

Prerequisites, French 3 and 4.

Sections 1, 2, 5—West Campus. Sections 3, 4—East Campus.

## FOR JUNIORS AND SENIORS

107. French Composition.—Review of grammar. Oral and written composition. 3 s.h.

W PROFESSOR COWPER

108. The French Romantic Movement.—3 s.h.

PROFESSOR COWPER

109. Molière .- 3 s.h.

W

PROFESSOR WEBB

[Not offered in 1931-1932]

110. Poems of Victor Hugo.—3 s.h.

[Not offered in 1931-1932] W

PROFESSOR WEBB

111. French Drama Since 1850.—Realism in French Drama, the social comedy, the problem play. 3 s.h.

 $\mathbf{E}$ 

ASSISTANT PROFESSOR YOUNG

112. French Drama Since 1850.—The Théatre Libre, the psychological drama, survival and renewal of romanticism, the symbolistic drama, the contemporary stage. 3 s.h.

E

ASSISTANT PROFESSOR YOUNG

113-114. The Seventeenth and Eighteenth Centuries.—The rise and decline of French classicism from Malherbe to the Encyclopédistes and Beaumarchais. Lectures and reading. 6 s.h.

W

ASSISTANT PROFESSOR WALTON

25-26. Exercises in Spoken French.—Two hours a week. 2 s.h.

#### FOR SENIORS AND GRADUATES

215-216. The Modern French Novel.—A survey from Madame de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique. 6 s.h.

W

PROFESSOR JORDAN

217. The French Language.—French phonetics, composition, dictation, conversation, lectures in French. 3 s.h.

W

PROFESSOR WEBB

218. Materials and Methods.—A survey of the methods of teaching French in the high school and the study of standard texts. Training in the use of the material to develop the command of the language and to broaden the teaching equipment. 3 s.h.

W Professor Webb

219. Old French.—An introduction to the Old French language and literature. Brief study of Old French grammar; the Chanson de Roland; lectures. 3 s.h.

W PROFESSOR COWPER

220. Old French.—Types of Old French literature. Reading of typical Romans d'aventure, lectures. 3 s.h.

W Professor Cowper

221. Rousseau and the Beginnings of Romanticism.—3 s.h.

W PROFESSOR COWPER

(Not offered when Old French is given)

#### ITALIAN

## FOR JUNIORS AND SENIORS

181-182. Italian.—Wilkins, First Italian Book; Cowper, Italian Folk Tales; Dante, Vita Nuova; Dante, Divina Commedia. 6 s.h.
W

#### SPANISH

### FOR ALL STUDENTS

61. Elementary Spanish.—Grammar of the principal parts of speech in their simple applications, regular verbs, and the most common irregular verbs. Reading of simple prose. 3 s.h.

Mr. Steinhauser, Assistant Professor Young, and Mr. Davis Section 1—East Campus. Sections 2 and 3—West Campus.

62. Elementary Spanish.—Continuation of course 61, including radical changing and the most common irregular verbs in all the tenses of the indicative and subjunctive. Reading of simple prose. 3 s.h.

Mr. Steinhauser, Assistant Professor Young, and Mr. Davis Section 1—East Campus. Sections 2 and 3—West Campus.

63. Spanish Prose.—Thorough review of grammar, emphasizing the uses of the subjunctive, common idiomatic phrases, and other peculiarities of syntax. Reading of representative texts of modern Spanish. 3 s.h.

MR. STEINHAUSER AND MR. BRIDGERS

Sections 1 and 2-West Campus. Section 3-East Campus.

64. Spanish Prose.—Continuation of course 63. Reading of representative texts of modern Spanish. 3 s.h.

Mr. Steinhauser and Mr. Bridgers

Sections 1 and 2-West Campus. Section 3-East Campus.

65. Spanish Literature.—General survey of Spanish literature from the earliest beginnings to the present day, with special emphasis on the fiction and drama of the Golden Age. 3 s.h.

W

MR, STEINHAUSER

[Not offered in 1931-1932]

66. Spanish-American Literature.—Survey of Spanish-American literature, with special emphasis on the practical aspects of Spanish-American life. Advanced composition. 3 s.h.

W

Mr. STEINHAUSER

67. Spanish Novel.—History of the origins and early types through the classic period. 3 s.h.

W

Mr. STEINHAUSER

[Not offered in 1931-1932]

68. Modern Spanish Novel.—The Spanish novel from the beginning of the nineteenth century until the present. 3 s.b.

W

MR. STEINHAUSER

[Not offered in 1931-1932]

69-70. Spanish Conversation.—Exercises on assigned topics and material. Two hours a week throughout the year. 1 s.h. each semester.

W

MR. STEINHAUSER

Open, on consent of the instructor, to students who are taking or who have taken a course above Spanish 61 and 62.

71. The Spanish Language.—Composition, letter writing, conversation, readings in commercial Spanish. 3 s.h.

MR. STEINHAUSER

## DEPARTMENT OF SOCIOLOGY

PROFESSORS ELLWOOD AND JENSEN

No course in Sociology is open to freshmen or sophomores. Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

101-102. General Sociology.—An introduction to the scientific study of social life, its origin, evolution, and organization, as illustrated by a number of concrete social problems. 6 s.h.

W

PROFESSOR ELLWOOD

## FOR SENIORS AND GRADUATES

205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. First semester. 3 s.h.

W

PROFESSOR JENSEN

206. Criminology.—Prerequisite, course 101. A study of the original tendencies of man and the problem of socializing these tendencies: the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime: the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. Second semester. 3 s.h.

W

PROFESSOR JENSEN

212. Child Welfare.—A study of heredity and environment as factors in personality development: infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. 3 s.h.

W

PROFESSOR JENSEN

213. Constructive Social Policies.—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. 2 s.h.

[Not offered in 1931-1932]

215. Rural Sociology.—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied, such as the drift to the cities, farming as an occupation, land problems, farm-labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, the social center. 3 s.h.

[Not offered in 1931-1932]

216. Urban Sociology.—A study of the organization and social problems of urban communities, with special reference to social technology or the improvement of social and living conditions. The following subjects are treated: Municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. 3 s.h.

[Not offered in 1931-1932]

217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. 3 s.b.

W

PROFESSOR ELLWOOD

218. Cultural Authropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. 3 s.h.

w

Professor Ellwood

227. Emigration and Immigration.—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society; origin and characteristics of immigrant groups and their organization in the New World; problems, agencies, and processes of assimilation.

3 s.h.

W

PROFESSOR JENSEN

219. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. First semester. 3 s.h.

W

PROFESSOR ELLWOOD

220. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumplowicz, Ratzenhofer, and Ward, will, among others, be considered. A large amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. Second semester. 3 s.b.

W

PROFESSOR ELLWOOD

222. Methods of Social Research.—A study of the various methods of research and investigation that can be applied to the study of social phenomena. Considerable time is given to the study of social statistics and the social survey. Special problems are assigned for research and field work. 3 s.h.

W

PROFESSOR JENSEN

**301.** Sociology and Religion.—A study of the principles of sociology in their bearing upon religion, and especially upon Christian social ideals. Prerequisite, eighteen hours of undergraduate work in the social sciences: namely, in sociology, history, economics, political science, psychology, and philosophy. **3 s.h.** 

W

Professor Jensen

303. Seminar.—Research work upon special problems in sociology and social work. One hour-session each week. 2 s.h.

PROFESSORS ELLWOOD AND JENSEN

## LIBRARY SCIENCE

1-2. Library Methods.—This course emphasizes the function of the library in the university and gives special instruction to students on the use of libraries in general. Special emphasis will be placed on the classification of books, the use of the card catalogue, dictionaries, encyclopedias, indexes, reference books on special subjects, and biographical

and bibliographical works. Although designed primarily to acquaint students with the library and its resources, this course should prove helpful to prospective teacher-librarians who plan to enter high-school work after college. The course is open to all undergraduates, is given once a week throughout the year, and carries no college credit.

W Mr. Powell

**301-302.** The Evolution of the Book in Bibliography.—This course will follow the book through the history of writing, manuscripts, printing, illustration, manufacture, and binding, and will deal with collecting and other allied matters concluding with a general history and understanding of bibliography in all its phases. The course is open only to graduate students, meets once a week throughout the year, and carries no graduate credit. It should prove helpful to prospective librarians and to all graduates engaged in research of any kind.

W Mr. Morrell

# DEPARTMENT OF PHYSICAL EDUCATION PHYSICAL EDUCATION FOR MEN

DIRECTOR OF PHYSICAL EDUCATION WADE, ASSISTANT DIRECTOR VOYLES, AND
ASSISTANTS CAMERON, COOMBS, HAGLER, CALDWELL, BAKER,
SINGTON. AND GYMNASIUM DIRECTOR CARD

Two hours a week of physical exercise and one hour of classroom work are required of all students through the sophomore year. Although not included in the one hundred and twenty-six hours needed for graduation, the above requirements must be met satisfactorily before the end of the senior year. The work is under the immediate direction of the various coaches of the varsity teams. The aim to promote mass athletics is furthered by placing various supervised sports on a competitive basis.

A careful physical examination of all students is made and recorded and special training to correct physical deficiencies and weaknesses is given.

All students not excused from the regular course because of physical disabilities are required to take part in football, basket-ball, baseball, track, and swimming throughout their first year. The classroom work consists of lectures on the rules, methods of training, and fundamentals of the sports.

During the sophomore year a student may elect the sport in which he will take his major, and his exercise will consist of work in that sport under the direct supervision of the Director of Physical Education or the Assistant Director who may be in charge of the sport elected as a major. The lectures will cover the methods of coaching the sport elected as a major and physical hygiene.

Calisthenics are used as little as possible, and the entire course of work is planned to introduce games and the spirit of competition into the mass form of athletics.

The courses in physical education are designed to meet the increased

demand for teachers of physical education and athletic coaching in the public schools.

A regulation costume of white shirt, white trousers, and gymnasium shoes is required.

## PHYSICAL EDUCATION FOR WOMEN

# MISS GROUT, Director

# MISS MOIZE AND MISS WYCHE, Assistants

Two periods of exercise a week are required of all women students throughout the junior year. Although not included in the one hundred and twenty-six hours needed for graduation, the above requirements must be met satisfactorily before the end of the senior year.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual gymnastics and moderate sports are arranged for those who should not take the more active work.

The regulation costume (approximate cost \$8.50) should be purchased at the beginning of the year.

#### ACTIVITIES OFFERED:

Fall term (October to December): Hockey, swimming, tennis, riding, moderate sports, hiking.

Winter term (December to March): Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming, basket-ball.

Spring term (March to June): Tennis, swimming, riding, baseball, track, and field events, archery.

102. The Teaching of Physical Education.—This course is intended to meet the needs of prospective teachers in the public schools who may wish to assist in physical education. It includes first, a review of personal and school-health problems with emphasis on the teaching of hygiene in the public schools; second, discussions and lectures on such topics as the value of play, the psychological and physiological make-up of the school child, objectives, the planning of programs of physical education for different age groups; third, one meeting a week for practice in playing, refereeing, and coaching various games and sports. Three lecture hours and one practice period a week. 3 s.h. Miss Grour

Open to senior women in the Department of Education and to other seniors and juniors by permission of the instructor.

# GENERAL REGULATIONS

The academic year is divided into two semesters. The first semester begins September 16; the second, February 1. Commencement is held on Tuesday and Wednesday after the first Sunday is June.

# TIME OF ENTRANCE

Patrons of the University and students who intend to enter the freshman class are reminded that the entrance examinations are held at the opening of the first semester in September and that this is the proper time to enter. If an applicant for admission cannot come early in the year, he should wait, except in very unusual cases, until the opening of the next semester. It is important that all students be present on the first day of the session, for those who are late incur the penalties described above in this catalogue under the topic "Admission to College" and below under the sub-topic "Course-Cards." Students who enter after the beginning of the semester are marked absent in the work they have missed in the courses to which they are admitted, and these absences are counted as other absences from class

# MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission or examination. Cards of admission must be presented at the Treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the Treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than that prescribed in this catalogue shall pay to the Treasurer a penalty of five dollars for late registration. Students whose course-cards have been approved in the spring in the manner provided below are given an opportunity during the summer to matriculate by mail for the first semester. No student without a matriculation card is admitted to any class.

## COURSE-CARDS

Members of the freshman, sophomore, and iunior classes are required to submit to the Council on Instruction, at a time appointed by the Council not later than April 30, cards showing their selection of courses for the following year. These cards must be approved by the Council. After being approved, the cards must be filed for permanent record with the Dean of the College. Students in the freshman, sophomore, and junior classes who do not select their courses for the following year at the time appointed by the Council on Instruction have to pay a fee of five dollars to the Treasurer of the University before their course-cards may be approved in the fall. Students whose course-cards have been approved but who, for reasons not arising within the University, desire to make a change in the card approved have to pay to the Treasurer a fee of one dollar for each change made. Elective courses beyond the number required for a degree may be marked "extra." No course may be dropped without permission of the Faculty.

# EXAMINATIONS

Mid-year and final examinations are held in all subjects in January and May respectively. The examination record, combined with the record made in class, constitutes the student's final grade.

## REGULATIONS REGARDING GRADES

The following regulations have been adopted by the Faculty: Grades shall be reported so as to indicate one of four things:

- (1) Passed. A grade of "A," "B," "C," or "D" shall indicate that a student has passed a course. The work of this group of students shall be graded according to the following system: "A": exceptional; "B": superior; "C": medium; "D": inferior.

  (2) Failed. A grade of "F" shall indicate that the student
- (2) Failed. A grade of "F" shall indicate that the student has failed in the course and that in order to receive credit for the course he shall be obliged to take the work again in class.
- (3) Incomplete. (a) A grade of "I" may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. (b) All students (with incomplete grades) who have not satisfied the requirements of the depart-

ments concerned and who have not obtained a passing grade before the close of the semester following the date of the regular examination in which the "I" was incurred are regarded as having failed on the course concerned and must repeat the work in class in order to receive credit.

(4) Absent from Final Examination. (a) The grade "X" shall indicate that the student was absent from the final examination. (b) A student absent from examination and marked "X," if his absence has been excused by the Dean of the College, may receive an examination on the payment of a fee of three dollars to the Treasurer of the University. The department concerned shall arrange for the examination in cases where absences are incurred and excused, and the grade reported in these cases shall be that earned by the student.

Excuses for absences from examination are handled in the same manner as excuses for absences from class.

# NUMBER OF HOURS OF CLASS WORK

No undergraduate student is allowed to take less than fifteen hours of class work a week without special permission of the Faculty.

No undergraduate student may take more than the normal amount of work in one semester if he fails to earn at least eighteen quality-points in the preceding semester.

# CLASS STANDING

For a student to rank as a sophomore, he must have to his credit twenty-four semester-hours and twenty-four quality-points; as a junior, fifty-six semester-hours and fifty-six quality-points; as a senior, ninety semester-hours and ninety quality-points.

In addition, a student may not be ranked as a junior if he has work back of the sophomore year or more than one study in the sophomore class. A student may not be ranked as a senior if he has work back of the junior year or more than one study in the junior class.

# SENIOR WORK

A student of the senior class, irrespective of the quality-points he has earned in preceding years, must, in order to be

eligible for graduation, earn in his senior year, as many quality-points as semester-hours with which he is credited.

## **EXCLUSION FOR FAILURE**

A student of the freshman class is not permitted to remain in the University in the second semester unless he passes as much as six semester-hours of the work of the first semester; a student of any one of the three other classes is not permitted to remain in the University in the second semester unless he passes as much as nine semester-hours of work in the first semester.

A student of the freshman class is not permitted to re-enter in September, nor to enter Summer School, if he did not pass at least eighteen semester-hours of the work in the previous year; a student of any one of the three other classes is not permitted to re-enter in September, nor to enter the Summer School, if he did not pass at least nine semester-hours of work in the second semester of the previous year and a total of eighteen semester-hours of work for the entire year.

# STUDENTS TRANSFERRING FROM OTHER INSTITUTIONS

Students whose advanced credits from another institution are accepted by the University will be given the same number of quality-points as semester-hours with which they are credited, provided their grades warrant it.

# DEFICIENCIES IN COMPOSITION

The following regulations have been adopted by the Faculty:

1. Any freshman who is found by the English Department to be unable to handle satisfactorily the work of composition in English 1-2 is required to take special work until he is able to do satisfactorily the regular work of English 1-2.

2. No student who has failed in English 1-2 or 3-4 is permitted to become a special student without continuing his work in composition until he has made up his deficiency in this work.

3. Whenever the work of a student in any subject is satisfactory to an instructor except for gross errors in English, the instructor concerned may hand in a provisional grade

only. This grade may not be recorded in the college files until the student shall have improved his work in composition to the satisfaction of the English Department. A list of such provisional grades, along with evidence of deficiencies, shall be furnished the English Department each term by the officers in charge of the grades, and a report shall be made by this department when the deficiencies shall have been removed.

4. All instructors are requested to advise their students each semester concerning these regulations.

## CANDIDATES FOR ACADEMIC DEGREES

- 1. A tentative list of all candidates for the bachelor's degree who have no uncleared conditions charged against them and a tentative provisional list of all candidates for the degree with unsatisfied conditions named shall be prepared under the supervision of the Dean of the College as early in the college year as possible, shall be read by him to the Faculty at its first regular meeting in October, shall be furnished in copy to each department of instruction for information and reference, and also shall be posted in copy on the official bulletin board of the University for the information of the students concerned.
- 2. Copies of a second such tentative list likewise shall be prepared, read, and distributed by April 15.
- 3. A final list of all candidates for the degree shall be read by the Dean to the Faculty at its first regular meeting in May and shall be adopted by the Faculty as the final list. After the adoption of this list no name may be added to it.
- 4. Similar lists of all candidates for the master's degree, with courses counting for credit named, shall be prepared by the Dean of the Graduate School on the dates named above, shall be read to the Faculty, and shall be furnished to all departments concerned.
- 5. Students who during Summer School complete the requirements for a degree shall be classified for graduation as of the year following the Summer School in which the work was completed, and their names shall so appear in the catalogue of the University and on the commencement program.

# ABSENCES FROM CLASS

Regular and punctual attendance in class-work is required of all students. Absences must be explained to the Dean of the College. Any student who without acceptable excuse absents himself from his class-work may be disciplined by the Dean at his discretion.

Weekly reports of all absences of students from class are made by each instructor and are filed in the office of the Dean. A permanent record of the attendance of each student is kept and becomes a part of his general college record.

All absences, whether excused or unexcused, shall be made up to the satisfaction of the department concerned. If a student incurs more than two unexcused absences or more than a total of seven absences in a three-hour course, and if he incurs more than three unexcused absences or more than a total of nine absences in a four-hour course, he shall suffer the loss of quality-points as follows: for the first absence in excess of the number allowed, one quality-point shall be deducted; for the second, two quality-points; for each absence thereafter, three quality-points.

A student is counted absent from meetings of a class held before he matriculates at the beginning of a semester. These absences are handled in the same way as are other absences.

Each absence incurred just before or after the Thanksgiving, Christmas, or Easter holidays shall be counted as two absences, excused or unexcused as the case may be.

# SCHOLARSHIP REGULATIONS FOR ATHLETIC AND OTHER ORGANIZATIONS

The following regulations have been adopted by the Faculty:

- 1. Any student who receives less than a passing grade on more than six hours of his required work of the preceding term shall be ineligible to represent the University in any athletic contest, concert, or other public event.
- 2. Students who are candidates for participation in such contests or events or who are members of organizations engaging in them are required also to be doing satisfactorily the work of the current term. In order to enforce this requirement the following regulations have been adopted:

(a) No team or organization shall represent the University in a public event until a list of its members has been submitted

to the Faculty for approval.

(b) It shall be the duty of the student manager of every team or organization to furnish the secretary of the Faculty for the use of the Faculty at least four weeks before the first public appearance of the team or organization is scheduled to take place, a written list of all candidates for places on such team or organization.

(c) The names of the candidates for places on any team or organization shall be read to the Faculty at its first regular meeting after the list has been furnished to the secretary, and they shall be recorded in the minutes of the Faculty for that

meeting.

- (d) If at the time this list is presented to the Faculty, or at the next regular meeting of the Faculty thereafter, any member of the Faculty shall report that a student who is candidate for a place on a team or organization is failing in his work, it shall be the duty of the secretary to give the student written notice of this report, specifying the course or courses in which the student is reported as failing. If a student is reported by two or more instructors as failing, he shall be notified that he will not be eligible to represent the University on any team or organization so long as more than one instructor reports him as failing in his academic work.
- (e) In case a student manager shall not furnish the secretary of the Faculty with the list of candidates required at the time specified in section (b), the Faculty shall follow the procedure prescribed in sections (c) and (d) when such a list is furnished, and the secretary shall notify any student who is reported by two or more instructors as failing in his work that he will not be eligible to represent the University on any team or organization so long as more than one instructor reports him as failing.
- (f) If at any time after this preliminary report is made, a student who was then eligible to represent the University on a team or organization shall be reported by two or more instructors at the same meeting of the Faculty as failing in his work, the secretary shall notify him, specifying in the notice the course in which he is reported as failing, that if he has not removed

his deficiency at the end of two weeks, he will be debarred from the team or organization and will not again be eligible to represent the University on a team or organization until he has improved his work so that not more than one instructor reports him as failing.

# REGULATIONS GOVERNING ATHLETIC ELIGIBILITY

Duke University is a member of the Southern Intercollegiate Athletic Conference. The athletic eligibility regulations of the University comply with the rules governing members of that Conference.

# THE ATHLETIC COUNCIL

The Board of Trustees, at its regular annual meeting in June, 1907, created an athletic council to be composed of eleven members appointed annually: three from the Faculty, to be appointed by the President of the University; four from the alumni resident in the city of Durham, elected by the Alumni Association; and four from the undergraduates, one from each of the four classes, elected by the members of each class.

The three members of the Athletic Committee of the Faculty are the Faculty representatives in the Athletic Council. This Committee alone has the responsibility of enforcing the scholastic and athletic requirements of the University for student participation in inter-collegiate sports. The athletic eligibility rules are those of the Southern Intercollegiate Athletic Conference; the scholarship requirements are printed on the two preceding pages of this catalogue.

The Executive Committee of the Athletic Council is composed of the chairman of the faculty committee on athletics, and one other faculty member and one alumni member of the Council. The Athletic Council on recommendation of its Executive Committee arranges athletic schedules, awards insignia of merit earned by members of athletic teams, and strives to promote among students of the University a proper and helpful athletic spirit; to encourage good fellowship in such sports both within the student body and towards student bodies of other educational institutions; through athletic sports to help to cultivate a high sense of honor, earnest, unselfish effort, and

manly conduct. The Executive Committee of the Council recommends to the President of the University persons to serve as graduate manager of athletics and as coaches in the various sports. However, the election of such persons rests solely with the Trustees of the University or the Executive Committee of the Trustees, on recommendation of the President of the University.

All funds arising from athletics are handled entirely by the College Treasurer. An audit of the receipts and disbursements of these funds is made annually by the official auditors of the University.

# CONDUCT OF STUDENTS

The University expects of its students loyal and hearty cooperation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

# ADMINISTRATION OF DISCIPLINE

General oversight of the conduct of students and the administering of discipline are vested in the Dean of the University. The duty of immediate supervision, guidance, and control of the students in each college is entrusted to the Dean of that college. However, through the expressed willingness of the students at the University to assume the responsibility of maintaining high standards of morals and honor at all times, the student body has properly become in a great degree self-governing in this respect. Two councils, one of men and the other of women, each composed of carefully-chosen and duly-elected representatives of the student body, exercise the authority granted the students to investigate all cases of misconduct, as well as all other cases of violation of proper student standards and traditions, and to make recommendations of penalties based on their findings. Occasions seldom occur where such recommendations cannot be accepted and enforced.

The student councils have been of great help to the administrative authorities of the University. They not merely exercise police authority for restraining and punishing evil-doers but also exert a guiding and stimulating influence for the promotion of high ideals of conduct and student relationships.

# REGULATIONS REGARDING PUBLIC LECTURES AND OTHER PUBLIC OCCASIONS

All public lectures or addresses and other public events that are given under the auspices of the University or of any organization in any way connected with the University are under the supervision of the Faculty Council on Public Lectures. All dates and programs must be approved by this Council except in instances where such occasions have been placed under the supervision of the Director of Public Relations.

- (1) The Council on Public Lectures shall provide each year an official calendar.
- (2) All public occasions held on either the East or West University Campus are listed for the Weekly Calendar of Duke University in the office of the Department of Public Relations and Alumni Affairs in the West Campus Union. This calendar appears each Saturday, and such notices must be received by 1:00 p.m. on the Friday preceding.

Social or other events held in the West Campus Union must be listed in the office of the Director of Public Relations and Alumni Affairs, and permission must be secured for such social use of the public rooms in the building.

## REPORTS

Reports of the class attendance records and of the proficiency of each student in studies are sent to his parents or guardians after the examinations at the end of each semester. For freshmen and sophomores, mid-semester reports are made.

## MEDICAL CARE

The University Physician, Dr. Joseph A. Speed, who maintains offices on the University Campus, has general charge of the health of the students. Adequate, first-class provision for caring for all sick students is made in the hospital of the Medical School of the University. Any student too ill to attend his college classes is taken to the hospital. There is, in addi-

tion on the campus of the Woman's College, a well-equipped infirmary under the care of a resident nurse, where the less serious cases of illness may be treated.

However, it is clearly to be understood that any illness arising from other than unavoidable causes is not treated without charge by the University Physician or other staff members of the Hospital. Students suffering with such diseases must pay the cost of both medical treatment and hospitalization.

# RELIGIOUS EXERCISES

Chapel exercises are conducted every week day except Monday throughout the academic year at 11:40 A.M. on the campus for men and at 11:30 on the campus for women. During the Monday chapel period all students meet by classes to confer with their respective faculty class-advisers. On each Thursday at 11:40 A.M. the College Assembly is held in the Page Auditorium, and all undergraduate men are required to be present. Vesper services are held each Sunday afternoon at 4:30 o'clock in York Chapel on the West Campus.

# FEES AND EXPENSES

## SPECIAL ANNOUNCEMENT

Notwithstanding the serious effects of the depression no deserving student need fail to enter or continue at the University on that account. There are available loan funds that are considered ample to finance those who are unable to finance themselves.

The loans will be payable after the students have left the University and become well started in their careers. As repaid the money will remain to constitute a revolving fund to afford like help to other students in future years.

These loan funds, as well as the items of expense, are in accordance with a program for the development of the University which was adopted before the University was built.

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences and in history. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

## GENERAL FEES

Matriculation, per semester\$	
Tuition, per semester	00.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the	
University grounds, per semester	5.00
Damage fee, payable annually at the time of first registration	1.00
Medical fee, per semester	2.00
Library fee, per semester	5.00
Commencement fee, payable annually at the beginning of the sec-	
ond semester	3.00
Publication fee:	
First semester	2.50
Second semester	3.00
Diploma fee, payable by candidates for degrees at the beginning of	
the second semester, refunded if the diploma is not awarded	5.00
For further information concerning room rent, see be	low.

### LABORATORY FEES

Botany 1 and 2	22 50
Botany 51 and 151	5.00
Botany 52, 101, 102, 111, 112, and 52	2.00
Botany 201	4.00
Chemistry 1, 2, 21, 30, 41, 261, 262, 215, 216, 231, 232, 240, and 260	6.00
Chemistry 151, 152, 241, 244, 253, 254, and 256	7.50
Civil Engineering 10—See Summer School catalogue.	
Civil Engineering 11, 112, 113, 114, 117, 118	1.00
Electrical Engineering 151, 152, 153, 154, 155, 161, and 162	2.00
History 9 and 91, per semester	3.00
No texts are required in these courses, but a fee of three dollars	
each semester is charged and books are placed in the library for	
the use of those taking the courses. This fee is payable at the	
beginning of each semester and is collected through the office of	
the Treasurer of the University.	
Physics, all courses	2.00
Zoölogy, all courses (except 1 and 2)	3.00
Zoölogy 1 and 2	2.50

## TEACHERS TAKING COLLEGE COURSES

Teachers in near-by schools, taking one or two courses are required to pay a registration fee of \$5 each semester and a tuition fee of \$3 per semester-hour of credit in addition to any regular laboratory fee or other fees collected from those students taking the courses.

# ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum of cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual, but the actual necessary college expenses for one year, including board, room rent and such University fees as tuition, matriculation, commencement, library, damage, and medical, vary from \$543.50 to \$632.50.

The athletic and publication fees, also included in the above figures, while not essentially University fees, are at the request of the students collected by the Treasurer of the University as designated above. The proceeds of these fees are turned over to these distinct and separate student activities. The athletic fee entitling the holder to admission to all athletic contests held

on the University grounds, is collected from all regularly enrolled students. The publication fee pays for a blanket subscription to the weekly student newspaper, the monthly student magazine, and the annual student year-book. With all undergraduates this charge is compulsory, but in the case of graduate students it is optional.

### ROOMS AND CONDITIONS OF RENTING THEM

### ROOM RENT FOR MEN OF DUKE UNIVERSITY

West Campus, per	semester\$50, \$62.50	), and \$75
	semester\$3	

# ROOM RENT IN WOMAN'S COLLEGE

Single room, per student, per semester	75.00
Two-room suite (for two students), per student, per semester	75.00
Double room, per student, per semester	50.00
Double room, Jarvis House, per student, per semester	30.00

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no shorter period than one semester. A room deposit of \$5.00 is required of each applicant for admission. This fee is deducted from the room charges at the time of registration for the fall semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the Treasurer's office, but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made on or before August 1.

A resident student who wishes to retain his room for the succeeding year must notify the office of the Director of the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. Unless a deposit of \$5.00 for each proposed occupant, in part payment of rent, is made by August 1, reservations are cancelled and the University is free to rent the room to other students. When a room is once engaged by a student, no change will be permitted except with the consent of the Director of the Business Division. Leaving one room and occupying another without permission is strictly

against the rule and will render the offender liable to charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The use of a room for merchandising of any kind is strictly forbidden.

The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

# REGULATIONS REGARDING ROOMS

A fine of \$2.00, payable to the Treasurer of the University, shall be charged to any student who has moved furniture from one room to another without permission from the University authorities.

A fine of \$2.00, payable to the Treasurer of the University, shall be charged to the occupants of any room in which the permanent lighting fixtures have in any way been altered or changed. A like fine shall be imposed upon the occupants of any room with lights having a total capacity of more than 100 watts.

A fine of \$5.00, payable to the Treasurer of the University, shall be charged to any student moving from one room to another upon the campus without permission from the University authorities.

# RESIDENCE HOUSES

Trinity College.—On the West Campus there are three groups of residence houses, each group forming a quadrangle enclosing a court. These groups of houses are designated as Craven, Crowell, and Kilgo Quadrangles. They contain ample rooming quarters for all the men students.

Woman's College.—The five residence houses on the East Campus are Alspaugh, Pegram, Bassett, Joseph G. Brown, and Jarvis. Upon request to the Director of the Business Division, College Station, Duke University, a plan of the residence houses will be sent. The resident students have a right to retain their rooms for the ensuing year or to draw for new ones in the order of their classes, beginning with the seniors. The new students are then assigned to the remaining rooms, and, so far as possible, to the type of room they prefer. Every effort is made to provide congenial room-mates.

The students' rooms are single, double, or arranged in suites of two rooms for two students, and are supplied with all necessary furnishings except curtains, towels, sheets, pillow-slips, blankets, and heavy bed coverings. Sash curtains of a standard kind are required and may be bought at the college store or made by the student according to specifications. Draperies and rugs may be brought from home or may be bought at reasonable rates at the college store or in town.

### BOARDING ACCOMMODATIONS

Trinity College, West Campus.—Beginning with the academic year 1930-31 the University opened its dining hall in the Union on the West Campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.

The Union is the logical center of student activities for men, and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop is operated for the convenience of students and visitors.

Woman's College, East Campus.—The dining halls of the Woman's College are situated in the Union, the student center, on the East Campus. No resident woman student is permitted to board elsewhere than at this Union. Board is \$112.50 per semester.

#### LAWS REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations, which govern the payment of all fees due the University:

- 1. The President and the Treasurer of the University have no authority to suspend, or in any way alter these regulations.
  - 2. Matriculation and tuition fees are never refunded.
- 3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.

- 4. No student is considered by the Faculty as an applicant for graduation until he has settled with the Treasurer for all of his indebtedness to the University.
- 5. No student who has not settled all his bills with the Treasurer of the University is allowed to stand the mid-year or final examinations of the academic year.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the Treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

### PUBLICATION COUNCIL

The Publication Council was authorized by the Trustees at the mid-year meeting in 1926-27. This council has control of the undergraduate publications. It is to be composed of members of the Faculty appointed by the President, two alumni elected by the Alumni Council, representatives of the student body and the different publications. A publication fee of \$5.50 was authorized by the Trustees to be collected from each undergraduate, \$2.50 payable at the beginning of the fall semester and \$3.00 at the beginning of the spring semester.

#### TRANSCRIPTS

Students desiring to transfer from Duke University to another institution are entitled to one transcript of their record. A charge of one dollar is made for each additional copy.

# SCHOLARSHIPS AND OTHER SOURCES OF AID

# UNDERGRADUATE SCHOLARSHIPS

Ten scholarships paying tuition are offered to undergraduates. Five are held by members of the sophomore class and five by members of the junior class. Sophomore scholarships are awarded at the end of the freshman year and junior scholarships at the end of the sophomore year. They are awarded on the basis of the applicant's character and promise as indicated by his work in college.

The University reserves the right at any time to withdraw a scholarship from a student who does not make worthy use of it.

#### ANGIER B. DUKE MEMORIAL SCHOLARSHIPS

The Angier B. Duke Memorial, Incorporated, awards four scholarships with an annual value of \$250 each to undergraduate students in Duke University. These scholarships are awarded as follows: one on the basis of merit and necessity to an accredited high-school graduate entering the freshman class of Duke University; and one each to a member of the sophomore, junior, and senior classes on the basis of merit, necessity, and worthy individual contributions to university life. The Angier B. Duke Memorial also administers through an advisory committee of the officers of the University a loan fund of \$1,000,000 for undergraduate students.

Applications for scholarships should be made to the Scholarship Committee, Secretary's Office, Duke University Station. An application for sholarship assistance may not be made formally by a prospective student until the application for admission has been made and the high- or preparatory-school credits have been submitted.

# LOAN FUNDS

In addition to the Angier B. Duke Memorial loan fund, the University administers other endowed loan funds for the benefit of students who are not financially able to meet their expenses. The loan funds are kept by the Treasurer as funds separate and distinct from all other endowments and holdings of the University and are used for no other purpose than to

aid worthy students of the University. These funds are administered in accordance with the following regulations:

1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not

satisfactory to the Faculty.

- 2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester
- 3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the Treasurer of the University.
- 4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition. matriculation, and room-rent.
- 5. Interest at a rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.
- 6. Applications for loans should be made to the Loan Fund Committee, Secretary's Office, Duke University Station. An application for loan assistance may not be made formally by a prospective student until the application for admission has been made and the high- or preparatory-school credits have been submitted.

# SPECIAL TUITION SCHOLARSHIPS

The J. A. Odell, J. M. Odell, George W. Watts, Herbert J. Bass, C. W. Toms, Arthur Ellis Flowers, Heath, Weatherby, Banks-Bradshaw, McMullan, Elisha Cole, E. M. Cole, John T. Ring, A. D. Betts, John W. Neal, Jr., Moore, Buchan, Parish, and Mary Newby Toms scholarships are open to undergraduate students.

# CANDIDATES FOR THE MINISTRY

Candidates for the ministry who enter college with approved records may have their tuition remitted, but in that case they are required to give their notes for tuition. If they enter the regular ministry within three years after leaving college, these notes will be surrendered to them; otherwise, the notes will be collected.

# HONORS AND PRIZES

## HONORS

All students in the freshman and sophomore classes who earn seventy-eight quality-points (6 A's and 4 B's) during the year are given honors.

Students who have shown exceptional attainments in a group of studies covered by the work of one of the departments of the University may become candidates for honors in that de-

partment at graduation.

Any department may at its discretion each year offer work, the satisfactory completion of which will be one of the requirements for honors. This work shall be in addition to that required for graduation and may take the form either of additional work done in conjunction with the regular courses of the department, or of work independent of such courses. In quantity it shall be at least equivalent to that required for two semester-hour's credit in an advanced course.

The granting of department honors shall be dependent upon the fulfillment of the following requirements:

- 1. In order to be eligible for honors in a department a student must, by the end of the senior year, have completed, with a credit of sixty-three quality-points (5 A's and 3 B's—forty-eight quality-points if the major is eighteen semester-hours), twenty-four semester-hours of work taken in that department after the freshman year.
- 2. The student must enroll for the honors work of the department on or before October 15 of the senior year and must complete this work satisfactorily by the end of the senior year.
- 3. No student may enroll for the honors work of a department if in his senior year he is carrying a schedule of regular courses in excess of thirty-two semester-hours.
- 4. No student may enroll for honors work in more than one department.
- 5. Those students who earn seventy-two quality-points (8 A's) in as many as twenty-four semester-hours (fifty-four quality-points if the major is eighteen semester-hours) in

courses as above described, and complete satisfactorily the honors work prescribed by the department are given highest honors.

The degree of bachelor of arts or bachelor of science with

distinction is conferred under the following rules:

Students who have completed three or four years of work in Duke University are eligible for general honors at graduation. Those who have completed the entire four years of their college work in Duke University and who have earned 318 quality-points (3/5 A's and 2/5 B's —249 quality-points if they have completed as much as three years of their college work in Duke University) are recommended for a degree magna cum laude; those who have earned 378 quality-points (42 A's) in the four years [288 quality-points (32 A's) in three years] are recommended for a degree summa cum laude.

## MEDALS AND PRIZES

The Wiley Gray Medal was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee appointed on the day of Commencement, the best speech, with respect to both declamation and composition.

The Fortnightly Club annually offers cash prizes for the best literary productions by undergraduate students of the Uni-

versity.

The Debate Council authorizes the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. The medals are given by the local chapter of the Tau Kappa Alpha fraternity.

The Southern History Prize is awarded each year for the best essay dealing with a subject relating to Southern History. The prize is twenty-five dollars in cash donated by an anonymous friend of the University. The competition for the prize is conducted according to the regulations adopted by the Trinity College Historical Society.

The Robert E. Lee Prize is the gift of the Reverend A. W. Plyler, of the class of 1892, and of Mrs. Plyler. The sum of one hundred dollars is awarded annually at Commencement, preferably to that member of the senior class who in character and conduct, in scholarship and athletic achievement, in manly virtues and the capacity for leadership has most nearly realized the standard of the ideal student. The Dean of the College,

the Graduate Manager of Athletics, and the President of the Student Council constitute a committee to draft and adopt regulations governing the award.

The Robert Spencer Bell Prize is given by Mr. James A. Bell of the class of 1886 in memory of his son. The sum of one hundred dollars is awarded annually at Commencement on much the same general principles as the Robert E. Lee Prize, except that the Robert Spencer Bell Prize is limited to self-help students, and in making the award greater emphasis is placed on the work of the student in literary societies than on his athletic record.

The Dr. R. C. Parker Physics Prize. Dr. R. C. Parker gave to Duke University a silver cup of Chinese manufacture to be used for the encouragement of scholarship in physics. The award is made annually by a committee from the Department of Physics, acting with the President of the University, to that student of Physics 1-2 who by the end of the academic year is judged to have shown the greatest promise as a student of physics. The winner is chosen not only for his mathematical grades but also for his industry, growth in power of reasoning, originality of point of view, and skill in experimentation. The name of the winner is engraved on the cup which is given into his possession, subject to certain necessary regulations, until the next award is made.

The Iota Gamma Pi Scientific Prize. The Iota Gamma Pi Science Fraternity offers an annual prize of twenty-five dollars to a member of the junior class, majoring in science, who is judged to be the leading student in the scientific courses of the University. The fraternity submits to the judges a list of students eligible for the prize. The committee of award is composed of the Dean of the University and one member each from the departments of biology, chemistry, physics, and engineering. The departments concerned choose their own representatives on this committee. The award is made on the following basis: quality of scientific work, 50 points; personality and general ability, 30 points; quality of work in departments other than scientific, 20 points.

The president of the fraternity publicly awards the prize in chapel during the second week of May.

# STUDENT ORGANIZATIONS AND ACTIVITIES

The Men's Association of Duke University comprises all men students in the University. It functions through its officers and a council to initiate policies and to oversee matters within the control of the student body. The council is composed of seven members: three from the senior class, two from the junior class, one from the sophomore class, and one from the graduate school.

The Women's Student Government Association is similar in character to the Men's Association. Its council is composed of the officers of the association and ex-officio of the Y. W. C. A. president and an undergraduate representative.

The Young Men's Christian Association and the Young Women's Christian Association are student branches of the national Christian Association. Each body aims to enrich not only the religious life of its members as individuals but also to promote group religious activity. Delegates are sent each year to summer conferences, state conventions, inter-state conventions, and the state Bible and missionary institutes. Every year a series of special religious services is held. Bible and missionary study classes and Sunday-School teacher-training courses are conducted under the auspices of the association by members of the Department of Religion.

The Student Volunteer Band is an active branch of the Student Volunteer Movement of North America. This organization is composed of students who have volunteered for some form of foreign missionary service.

The Ministerial Association is a band of students who are preparing for the ministry.

The Religious Education Association is an organization for young women interested in religious and social work.

The Symphony Orchestra, two smaller orchestras, and the Duke University Band afford a variety of opportunity for students interested in instrumental music. These clubs work under capable musical direction. Membership is based on competitive trials.

The Men's Glee Club and the Women's Glee Club are both active in concert work. When singing together they comprise the University Chorus. The men's club takes two extended trips annually on one of which it is accompanied by the Symphony Orchestra and by one of the smaller orchestras. The Women's Glee Club includes a section of stringed instruments.

The Taurian Players is an organization for the promotion of dramatics at Duke University. Several plays are presented each year, the cast for each of which is determined on the basis of competitive try-outs. The Taurians welcome as associate members in their organization persons interested in dramatics at Duke University.

The White Witch Dramatic Club proposes to foster dramatic interests among women students who are not Taurians. Private theatricals, usually consisting of one-act plays, are given to invited guests.

The Publication Council supervises all student publications of the University. It is composed of three members of the Faculty appointed by the President, four representatives of the student body two of whom are elected by the Men's Association and two by the Women's Association, together with the editors and business managers of the respective publications.

The Chronicle is a weekly newspaper of the University, entirely edited and managed by students. It carries items of local interest, as well as special articles and editorial comment.

The Archive is a monthly literary magazine edited and managed by the students. It contains essays, poems, short stories, and book reviews written by the undergraduates of the University together with some contributions from outside sources.

The Chanticleer is the year-book of the college. It portrays by word and picture the most important events of each school year.

Several clubs exist on the campus, each of which fosters interest in some special subject or project.

The Trinity College Historical Society promotes interest in the study of history and the collection and preservation of historical documents, books, and pamphlets.

The Classical Club meets to discuss literary, linguistic, historical, and archaeological aspects of the life and civilization of the ancient Greeks and Romans.

The Physics Club deals with interesting projects in physics which cannot be thoroughly discussed in the classroom.

The W. H. Pegram Chemistry Club performs a similar service in the field of chemistry.

The French Club draws together students particularly interested in the French language and literature.

The Polity Club promotes discussion of current problems in the field of international relations and American politics. It is affiliated with the International Relations Club.

The Braxton Craven Education Association consists of students who are interested in present-day educational problems.

The Biological Club gives its members opportunity to discuss important phases of biological work as well as training in the preparation and presentation of papers.

The Crowell Scientific Society is a union of all the departmental scientific societies of the University for the promotion

of study and research within the University.

The Cosmopolitan Club is open to all students from foreign countries and to a few American students by invitation. The purpose of the club is to promote better international understanding and good-will.

The Fortnightly Club, a chapter of the national literary fraternity of Sigma Upsilon is composed of men of the junior and senior classes whose interests are literary. It encourages original work on the part of its members as well as the study of influential writers, ancient and modern.

The Debate Council, composed of three members of the Faculty and two representatives of each of the literary societies, supervises and systematizes the work of debating both within the University and with other colleges.

The Columbian Literary Society, founded in 1846, and the Hesperian Literary Society, organized in 1851, are the oldest undergraduate clubs on the Duke University campus. Their record is one of creditable achievement in public speaking which they encourage by an award of medals for excellence in that art. The two societies debate each other annually.

The League of Women Voters has a chapter at Duke University.

The Junior Big Sisters is an organization of juniors for assisting freshman girls in their adjustment to college life.

The Forum Club has as its object to promote among women students an interest in the classics.

The Town Girls Organization brings together the women day students.

The Woman's Athletic Association is an organization to encourage interest and participation in sports and out-door life.

Several honorary orders and fraternities exist at Duke University. The general nature of these societies is indicated below

Phi Beta Kappa, the oldest Greek-letter fraternity in existence, was founded at William and Mary College in 1776. The Beta Chapter of North Carolina was organized at Trinity College on March 29, 1920. Membership is open only to those who have an average of 90 for six consecutive semesters of college work.

Tau Kappa Alpha (National Forensic Fraternity)

Sigma Upsilon (See Fortnightly Club)

Kappa Delta Pi (National Education Fraternity)

Theta Alpha Phi (National Dramatic Fraternity)

Lambda Phi Gamma (National Music Fraternity)

Sigma Pi Sigma (National Physics Fraternity)

Phi Sigma (National Biological Fraternity)

Sigma Tau Delta (National English Fraternity)

Sigma Nu Phi (National Law Fraternity)

Alpha Kappa Psi (National Commercial Fraternity)

Gamma Eta Gamma (National Law Fraternity)

Samuel Fox Mordecai (Local Law Society)

Charles Evans Hughes (Local Law Club)

Delta Upsilon Beta (Local Band Fraternity)

Iota Gamma Pi (Local Scientific Fraternity)

Psi Kappa Alpha (Local Economics Fraternity)

Chi Delta Phi (National Literary Sorority)

Delta Phi Rho Alpha (Local Sorority fostering college spirit, especially athletics)

Nu Sigma (Local Biological Sorority)

Red Friars, founded in 1913, is a secret society restricted to men of the senior class. Membership is limited to a small number who have manifested qualities of leadership by meritorious service as undergraduates.

Omicron Delta Kappa promotes qualities of leadership in publications, athletics, and other forms of campus activity.

White Duchy is a secret order comprised of seven senior women recognized as representing the highest qualities of leadership in the various activities in which they have taken part.

The Tombs is a secret order of male students for the promotion of various campus activities, especially athletics. Membership is restricted to students of the junior and senior classes.

The 9019, a junior-senior scholarship society, was founded at Trinity College in 1890. The society started the South Atlantic Quarterly and has under its auspices the annual civic celebration on Washington's birthday and the annual declamation contest for high-school pupils.

EKO-L is an organization of women students of the junior and senior classes to promote scholarship and the interests of

the University.

Beta Omega Sigma, founded in 1917, is a local sophomore order.

The work of the social fraternities and inter-fraternity relationships at Duke University are governed by the Pan-Hellenic Council, which is composed of one representative of each national fraternity on the campus. The Council has as its adviser a member of the Faculty chosen by the Council. By order of the Council, no student may be initiated into a fraternity until he has passed at least four courses in the semester preceding the earliest official time for the initiation of freshmen. The following social fraternities have chapters at Duke University:

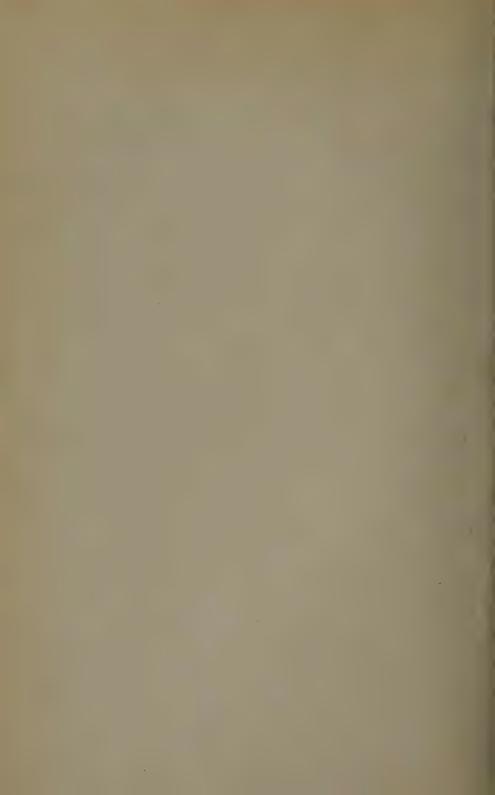
Alpha Tau Omega Kappa Sigma Kappa Alpha Pi Kappa Alpha Sigma Phi Epsilon Pi Kappa Phi Sigma Chi Delta Sigma Phi Lambda Chi Alpha Phi Delta Theta
Delta Tau Delta
Phi Sigma Delta
Sigma Alpha Epsilon
Pi Epsilon Pi (local)
Sigma Tau Alpha (local)
Sigma Delta (local)
The Goblins (local)
Alpha Omega Sigma (local)

The Women's Pan-Hellenic Council, composed of three members from each sorority on the campus, governs sorority affairs. The sororities represented at Duke University are:

Alpha Delta Pi Kappa Delta Zeta Tau Alpha Kappa Alpha Theta Kappa Kappa Gamma Sigma Kappa Mu Lambda (local) Delta Chi Upsilon (local)







# BULLETIN

OF

# DUKE UNIVERSITY

Vol. 3

**APRIL**, 1931

No. 4

# DEPARTMENTS OF ENGINEERING (Trinity College)



# 1930-1931 ANNOUNCEMENTS FOR 1931-1932

PUBLISHED BY DUKE UNIVERSITY

IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE

ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.,

UNDER ACT OF AUGUST 24, 1912

# ANNUAL CATALOGUES AND BULLETINS

For catalogue of Undergraduate Instruction, apply to *The Secretary*, Duke University, Durham, N. C.

For General Catalogue of Duke University apply to *The Secretary*, Duke University, Durham, N. C.

For catalogue of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

For bulletin of The Department of Engineering, apply to The Secretary, Duke University, Durham, N. C.

For bulletin of The School of Law, apply to The Dean of the School of Law, Duke University, Durham, N. C.

For bulletin of The School of Medicine, apply to The Dean of the School of Medicine, Duke University, Durham, N. C.

For bulletin of The School of Nursing, apply to The Dean of the School of Nursing, Duke University, Durham, N. C.

For bulletin of The School of Religion, apply to *The Registrar of the School of Religion*, Duke University, Durham, N. C.

For bulletin of The Summer Schools, apply to The Director of the Summer Schools, Duke University, Durham, N. C.

# DUKE UNIVERSITY



# DEPARTMENTS OF ENGINEERING (Trinity College)

1930-1931

ANNOUNCEMENTS FOR 1931-1932

DURHAM, NORTH CAROLINA 1931



# UNIVERSITY CALENDAR

1931			
June		11.	Thursday—Registration of students for Summer School, first term.
June		12.	Friday—Instruction begins for Summer School, first term.
July		4.	Saturday—Independence Day—A holiday.
July	21	-22.	Tuesday, Wednesday—Final Examinations for Summer School, first term.
July		23.	Thursday—Instruction begins for Summer School second term.
Aug.	29,	31.	Saturday, Monday—Final Examinations for Summer School, second term.
Sept.		9.	Wednesday, 9 A.M.—Assembly for all freshmen Freshman orientation program begins.  10 A.M.—Entrance examinations for students not admitted by certificate.
Sept.		12.	Saturday, 4 P.M.—First regular faculty meeting of the academic year.
Sept.		14.	Monday—Freshman instruction begins.
Sept.		15.	Tuesday—Registration and matriculation of new students with advanced standing.
Sept.		16.	Wednesday—Formal opening of college. Registration of matriculated students.
Sept.		17.	Thursday—Instruction for sophomores, juniors, and seniors begins.
Sept. 17	, 18,	19.	Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M., Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students.
Nov.		11.	Wednesday—Armistice Day—Part holiday—Public exercises.
Nov.		26.	Thursday—Thanksgiving Day—A holiday.
Dec.		11.	Friday—Duke University Day—Not a holiday.
Dec.		22.	Tuesday, 1 P.M.—Christmas recess begins.
1932			
Jan.		5.	Tuesday, 8:30 A.M.—Instruction is resumed.
Jan.			Wednesday-Mid-year examinations begin.
Jan.		30.	Saturday—Last day for matriculation for second

semester.

Feb

Feb.

Feb

Tune

Tune

# DUKE UNIVERSITY

1. Monday—Last day for submitting subjects for gradu-

22. Monday-A holiday-Civic celebration in honor of

Wednesday morning—Commencement address; gradu-

8. Wednesday afternoon at sunset-Lowering of the

1. Monday-Second semester begins.

ating orations.

ating class.

ating exercises.

Flag by the graduating class.

Washington's birthday. Mar. 30. Wednesday-Last day for submitting orations for Wiley Gray Contest. Mar 24. Thursday, 4 P.M.—Easter recess begins. Mar. 29. Tuesday, 8:30 A.M.—Instruction is resumed. Apr. 29. Friday-Last day for selection of courses for ensuing vear. May 26. Thursday-Final examinations begin. 5. Sunday—President's address to graduating class. Tune 6. Monday—Annual meeting of the Board of Trustees. Tune Tune 6. Monday—Annual meeting of the Alumni and Alumnae Councils. Tune 6. Monday evening—Graduating orations. Tune 7. Tuesday morning—Commencement sermon. Tune 7. Tuesday-Alumni Day-Class Reunions. Afternoon-Alumni Address-meeting of the Alumni Association Afternoon-Alumnae Address-meeting of the Alumnae Association. Tune 7. Tuesday evening-Reception in honor of the gradu-

# ADMINISTRATIVE OFFICERS

- WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D., Litt.D.

  President of the University Duke University West Campus
- ROBERT LEE FLOWERS, A.M., LL.D. Duke University West Campus Secretary and Treasurer of the University
- WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.

  Dean of the University Duke University West Campus
- Walter Kirkland Greene, A.B., A.M., Ph.D.

  Dean of Undergraduate Instruction Duke University West Campus
- HERBERT JAMES HERRING, A.B., A.M. Ambassador Apartments

  Assistant Dean of Trinity College
- DEAN MOXLEY ARNOLD, B.S., A.M. Faculty Apartments, East Campus Assistant Dean of Trinity College

### INSTRUCTIONAL STAFF

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  Professor of Civil Engineering,

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- WILLIAM HOLLAND HALL, A.B., A.M., B.C.E., M.S.C.E.

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  Head of Department of Electrical Engineering
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  Professor of Electrical Engineering
- RALPH THOMPSON MATHEWS, B.S. 1209 Virginia Ave.

  Instructor in Mechanical Engineering
- WILLIAM WHITFIELD ELLIOTT, B.A., M.A., Ph.D.

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- WALTER KIRKLAND GREENE, A.B., A.M., Ph.D.

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Assistant Professor of Accounting

Faculty Club, East Campus

ROBERT NORTH WILSON, A.B., M.S. Professor of Chemistry

822 Third St.

Francis George Dressel, B.S., M.S. House O, 219 Kilgo Quadrangle Instructor in Mathematics

Assisted by members of general faculty, listed in General Catalogue.

## GENERAL STATEMENT

Duke University through the departments of engineering of Trinity College offers standard four-year courses in civil and electrical engineering, and is developing a course in mechanical engineering to which freshmen and sophomores will be admitted in 1931.

The University is situated most advantageously to offer courses in these departments. The South, and in particular the Piedmont section of North Carolina, is rapidly becoming industrialized. Many industries from the North are being moved to this section because of the cheap and abundant hydroelectric power, and North Carolina's progress in building excellent highway systems, in erecting large hotels and office buildings, in city planning, in installing new municipal water and sewerage systems, and especially, in developing its water power resources, is known throughout the country.

Along with this development, Duke University—through the great foundation set up by Mr. James B. Duke in 1924—has expanded from a relatively small college into a great university. The Departments of Engineering occupy Asbury and Bivins Halls on the East Campus, apart from the Woman's College. The Asbury Building is a three-story building, dignified by the architecture of the Old South, of faced brick, trimmed with granite, and roofed with slate. This building was used as the main building of the Trinity Park School until

its discontinuance in 1922, at which time it was renovated. Bivins Hall is a two-story brick building erected in 1905 and is adjacent to the Asbury Building.

The James H. Southgate Memorial Building, completed in 1921, has been set aside for the housing of engineering students. This building is constructed of white pressed brick and is roofed with green tile. It is three stories high and has a frontage of one hundred and eighty-one feet with two wings of one hundred and twenty-four feet in length. The first floor contains social rooms, recitation rooms, gymnasium, dining room, and kitchen. The upper floors are used for dormitory purposes and have all conveniences. Meals are provided in this building at the same rate which prevails at the other University dining halls.

The entire curricula in civil, electrical, and mechanical engineering conform very closely to the standards set up by the Society for the Promotion of Engineering Education. fundamentals of all engineering, such as English, mathematics. chemistry, physics, drawing, mechanics, strength of materials, and hydraulics are emphasized. About forty semester-hours are devoted to the major engineering group. The need for engineers to fill administrative positions is recognized by giving the student opportunity to elect subjects in the department of economics and business administration. The curriculum has been planned to prepare men for professional work in civil. electrical, and mechanical engineering—especially design and construction. The rigorous training of an engineering curriculum with proper courses in the department of business administration, affords an excellent preparation for business where men with the engineering type of training are required.

The members of the instructional staff were chosen particularly for their ability to teach. Instruction is given in small sections, insuring personal attention. The laboratory is used to supplement the class-room, and at present the same instructor carries his class through both the class-room and laboratory work, which is possible only where the classes are limited in size.

Engineering students are in every sense a part of the student body of Duke University, enjoying the general advantages of the University and being subject to the general rules and regulations. Selection of engineering students will be made on the basis of character, high-school record, and results of placement tests held during Freshman Week. Candidates for the engineering courses should review *their mathematics* before taking these tests.

# **EQUIPMENT**

The Civil Engineering Laboratories are located in Asbury and Bivins Halls.

The Testing Materials Laboratory equipment includes a 50,000 pound universal testing machine with attachments for making tensile, compressive, and transverse tests on steel, wood, and concrete; a 200,000 pound hydraulic press for use in compression; lathe and necessary small tools for preparing specimens. For the testing of cement, fine and coarse aggregates, there are available a 1,000 pound automatic shot testing machine, flow table, slump cones, LeChatelier specific gravity flasks, Vicat and Gillmore needles, platform scales, fineness scales, standard sieves, unit weight measures, hot plate, molds, moist closet, steaming apparatus, immersion tanks, and other necessary supplies for making all the standard tests.

The Highway Laboratory includes an abrasion machine, diamond core drill, diamond saw and grinding lap, and an impact machine for the testing of non-bituminous materials. For the testing of bituminous materials the equipment includes a centrifugal extractor, ductility machine, penetrometer, flash point tester, ring and ball melting point apparatus, viscosimeter, specific gravity flasks, hydrometers, float test apparatus, stability machine, and light equipment for carrying out the standard tests of asphalts and tars.

The Sanitary Laboratory, completed in the spring of 1931, contains equipment for performing the standard physical, chemical, bacteriological, and microscopic tests as outlined by the American Public Health Association. Price and Ott current meters for stream gaging are also part of the equipment of this

laboratory.

The surveying equipment, most of which has been purchased since 1927, includes nine transits, thirteen wye and dumpy levels, three plane table outfits with telescopic alidades, traverse boards, solar attachment, sextant, compasses, survey-

ing barometer, and light equipment, such as stadia and level rods, range poles, tapes, hand levels, and clinometer. The equipment has been purchased from all the well-known manufacturers so that the students may become familiar with various types of instruments.

The calculation room contains various types of stadia slide rules, a Thatcher cylindrical slide rule, and an electric cal-

culating machine.

For the solution of indeterminate structures the department has a large-sized Begg's Deformeter.

Three well-lighted Drawing Rooms with 3,900 square feet of floor space and equipped with up-to-date furniture, models, planimeters, etc., are located in the Asbury Building.

The Electrical Engineering Machinery Laboratory, located in the basement of Asbury Building, receives its electric power from the Duke Power Company over a 2300 volt, 60 cycle, three-phase line. The laboratory equipment includes a 17½ K.W., A.C. to D.C. motor-generator set for supplying the laboratory with direct current, three direct connected D.C. to D.C. motor-generator sets, two D.C. to A.C. belted sets, a G.E. sine wave motor-generator set, a Westinghouse phase displacement dynamometer, a General Electric type A.C.P.C. synchronous converter, for one-, two-, three-, or six-phase operation, a selfstarting, single-phase battery charging converter, numerous single-phase constant potential transformers, a three-phase transformer, a constant current transformer equipped with a typical load of series street lamps, a three-phase induction regulator, numerous loading devices both electrical and mechanical, and a number of miscellaneous D.C. and A.C. motors and generators. In addition the equipment includes a complete line of measuring instruments for general testing purposes and two oscillographs for viewing and photographing wave forms.

The High-Frequency Laboratory, also located in Asbury Building, contains apparatus for carrying out experiments at both audio and radio frequencies. Oscillators are available for generating alternating currents varying in frequency from 60 cycles to 75,000 cycles per second. An impedance bridge for both audible and carrier frequencies, and appropriate detectors and amplifiers are available for making measurements on filters and various circuit combinations. There are standards of re-

sistance, inductance, and capacitance; vacuum tube apparatus for determining characteristics of all types of tubes; and auxiliary apparatus for the determination of circuit constants at radio frequencies. Amateur radio station W4HP is maintained in connection with this laboratory.

The Mechanical Engineering Laboratories are being developed so that ample equipment will be provided for the various

courses as given.

During the past year a Steam Laboratory has been started in the basement of the Asbury Building. The present installation consists of a 7 x 8 horizontal automatic self-oiling Troy steam engine built especially for the department, equipped with Maihak indicators, Cochrane steam separator, receiver, Brown electric flow meter, prony brake, platform scales, etc. Other items include a small Worthington reciprocating pump, a 112 gallon centrifugal pump, steam syphon, pressure gauges, thermometers, barometer, psychrometer, apparatus for the testing of oils and gases, welding equipment, and a cut-open Ford motor.

Close coöperation with the two new University Heating Plants affords exceptional opportunities to the student in

Mechanical Engineering.

The Engineering Departmental Library of approximately one thousand volumes of modern engineering texts, in addition to approximately five hundred bound volumes of periodicals, supplemented by the main University Library, offers ample opportunity for reference. With generous annual appropriations this library is rapidly expanding to provide for research requirements.

# ADMISSION TO COLLEGE

## GENERAL REGULATIONS

Applicants able to submit certificates of proficiency in subjects accepted for admission to the freshman class will be admitted without examination, provided the work has been done in schools approved by the University and provided these certificates are properly made out on the regular blank furnished by the University and are signed by the school principal and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes. Unless admitted on certificate, every candidate for admission will be examined on the required subjects.

Entrance examinations for the admission of new students will be held on the dates announced in the University Calendar. All students applying for admission must appear before the Committee on Admission on Wednesday September 9, Wednesday September 9, Thursday September 10, Friday September 11, and Saturday September 12 will be devoted to the registration, sectioning, and classification of new students. The first part of the admission period will be devoted to placement tests and to qualifying examinations in English, mathematics, and foreign languages for all freshmen. Students whose certificates have not been accepted must take entrance examinations at this time.

New students with advanced standing from other institutions are requested to appear before the Committee on Admission, Tuesday September 15. Students who register and matriculate later than the dates named in the University Calendar must pay the Treasurer five dollars for the privilege.

It is strongly recommended to parents and guardians that all applicants for admission to Duke University be successfully vaccinated against smallpox and typhoid fever.

## ADMISSION TO ENGINEERING COURSES

An applicant for admission to the freshman class in engineering must have completed at least fifteen units of preparatory work, partly in required and partly in elective subjects.

A unit represents a year of work in a subject in an accredited secondary school, provided the work done in that subject is approximately one-fourth of the annual amount of work regularly required in the school.

Due to lack of uniformity in various states as to the subject matter covered by the various units in algebra and the consequent variation in the work done by freshmen in advanced algebra, it has become necessary to adopt the College Entrance Examination Board's definition of these units and to require each prospective student to take a placement examination in algebra during Freshman Week. Students who validate by examination one and one-half units (algebra through quadratics. binominal theorem and progressions) which are offered for admission or two units (algebra through quadratics, binominal theorem, progressions, simultaneous equations in three unknowns, graphs, exponents and radicals, and logarithms) will be placed in Mathematics 10 (5 hours a week, each semester). Those who validate by examination only one unit of the offering in algebra (i.e., to quadratics) will be placed in Mathematics 11 (6 hours a week, each semester). Those who do not validate by examination at least one unit of their offering in algebra will not be allowed to pursue a course in engineering. Certificates from the College Entrance Examination Board (431 W. 117th Street, New York) will be accepted in lieu of the placement examination. Prospective students may gain a general idea of the type of examination to be given here from old examinations of the College Board published by Ginn and Company. New York.

# Required Units

English	3	units
German or French or Latin	2	units
Physics or Chemistry (required Sept. 1932 and after)	1	unit
History	1	unit
*Algebra	2	units
Plane Geometry	1	unit

# Elective Units

In addition to the above required units, sufficient elective units must be offered to make a total of fifteen. It is recommended that these electives be chosen from the following list:

*Algebra (College Board "B")	unit
*Trigonometry	unit
†German or French or Latin or Spanish or Greek1 to 4	
History or Civics (not the required unit)1 to 3	units
Physics or Chemistry or Biology (not the	
required unit) 1 or 2	units

# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

The studies for the degree of bachelor of science are designed for students who are preparing for civil, electrical, or mechanical engineering as a profession, and lead to the degree of bachelor of science in civil engineering (B.S. in C.E.), electrical engineering (B.S. in E.E.), or mechanical engineering (B.S. in M.E.).

Each of these degrees requires one hundred and thirty-eight semester-hours of work and one hundred and thirty-eight quality-points. Six semester-hours of electives must be taken in economics and six semester-hours in religion. If a foreign language is elected, it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

Prospective students in engineering should note that immediately after the final freshman examinations in May or June they are required to attend a three-weeks' course in plane surveying given under the direction of the Summer School.

Examination required to validate offering.
† One elective unit in any of the above languages will be accepted for admission provided the language requirement has been satisfied without it. As many as four units will be accepted in any one of these languages.

# GROUP I

# CIVIL ENGINEERING

# Freshman Year

S.H.   Chemistry 1	SECOND SEMESTER   S.H.
Sophom	ore Year
English       3         Mathematics 25       4         Physics 3       5         Surveying 11       2         Highways 15       3         Physical Education       R         —       17	English 3 Mathematics 30 4 Physics 4 5 Mechanics 6 5 Physical Education R
Junion	· Year
Strength of Materials 107       4         Curves and Earthwork 113       2         Structures 131       4         Highways 117       2         Engineering, Elective       3         Elective       3         18	Hydraulics 108       4         Curves and Earthwork 114       2         Structures 132       4         Materials 118       2         Engineering, Elective       3         Elective       3         18
Senio	r Year
Hydraulic Eng. 123       4         Concrete 133       3         Railroads 119       3         Seminar 137       1         Electives       6	Hydraulic Eng. 124       4         Concrete 134       3         Railroads 120       2         Astronomy 112       2         Seminar 138       1         Electives       6
17	18

# GROUP II

# ELECTRICAL ENGINEERING

# Freshman Year

S.H.   S.H.   Chemistry 1	SECOND SEMESTER   S.H.
Three weeks of Surveying 10 in	summer. Credit, 3 semester-hours.
Sophomo	ore Year
Physics 3       5         English       3         Mathematics 25       4         Steam Engineering 85       2         Mechanism 81       2         Physical Education       R         16	Physics 4       5         English       3         Mathematics 30       4         Mechanics 6       5         Physical Education       R         —       17
Junior	Year
Prin. of Elec. Eng. 151       4         Strength of Materials 107       4         Differ. Equations 231       3         Heat Eng. 187       3         M. E. Lab. 199       1         Elective       3         —       18	Prin. of Elec. Eng. 152       4         Hydraulics 108       4         Elec. Measurements 102       3         Heat Eng. 188       3         M. E. Lab. 200       1         Elective       3
Senior	Year
Adv. D. C. Mach. 155	Alt. Cur. Machinery 154 6 Elec. Power Stations 158 3 High Freq. Currents 162 3 Electives 6
18	18

### GROUP III

# MECHANICAL ENGINEERING

### Freshman Year

FIDET CEMPETED

FIRST SEMESTER	SECOND SEMESTER
S.H.   Chemistry 1	Chemistry 1
15	15
Three weeks of Surveying 10 in	summer. Credit, 3 semester-hours.
Sophom	ore Year
English       3         Mathematics 25       4         Physics 3       5         Mechanism 81       2         Steam Engineering 85       2         Constructive Processes 79       1         Physical Education       R	English       3         Mathematics 30       4         Physics 4       5         Mechanics 6       5         Constructive Processes 80       1         Physical Education       R
17	18
Junior	Year*
Strength of Materials 107       4         Machine Design 183       3         Heat Engineering 187       3         M. E. Laboratory 189       2         Electrical Engineering       3         Elective       3	Hydraulics 108       4         Machine Design 184       3         Heat Engineering 188       3         M. E. Laboratory 190       2         Electrical Engineering       3         Elective       3
18	18
*Will be offered in 1932-1933.	
Senior	Year†
Power Plants 191	Power Plants 192
† Will be offered in 1933-1934.	17

#### DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING

#### ASBURY AND BIVING BUILDINGS

PROFESSORS BIRD AND HALL AND MR. MATHEWS

With the exception of course 10, odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

#### DRAWING

1-2. Graphics.—Orthographic projection, lettering, pictorial representation, descriptive geometry problems relating to point, line, plane, and solid with the ordinary cases of intersections and developments. 6 s.h. E. Professor Bird and Mr. Mathews

#### MECHANICS

6. Mechanics.—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, and momentum. Prerequisite, Mathematics 25. 5 s.h.

E PROFESSOR BIRD AND MR. MATHEWS

107. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, course 6. 4 s.h.

E PROFESSOR BIRD

108. Hydraulics.—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, course 6. 4 s.h.

E PROFESSOR HALL

#### CIVIL ENGINEERING

10. Plane Surveying.—Use of instruments: transit, stadia, compass and plane table surveying; simple triangulation; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes and departures; areas by planimeter; methods of plotting; survey and plot of sections of the campus by stadia, and transit and tape. Nine hours a day, three weeks, Summer School. 3 s.h.

For fee of this course, see bulletin of the Summer School.

E PROFESSORS BIRD AND HALL AND ASSISTANTS

11. Higher Surveying.—Care and adjustment of instruments; topographical surveying; surveys and resurveys; laying out and division of land; Public Land system; further calculations, omitted measurements, areas by double longitude; quantities from profiles and cross sections. Prerequisite, course 10. 2 s.h.

E Professor Hall

112. Field Astronomy.—Determination of latitude, time, and azimuth by observation on sun and stars; use of transit, solar attachment, and sextant. Prerequisite, course 11. 2 s.h.

E

PROFESSOR HALL

113-114. Curves and Earthwork.—Highways—Thorough drill in the calculation and laying out of simple, compound, and easement curves; widening of curves; vertical curves; setting slope stakes; ordinary earthwork computations; and mass diagrams, 4 s.h.

E

PROFESSOR HALL

15. Highway Engineering.—Location, construction, and maintenance of roads and payements; dust prevention; road economics. 3 s.h.

E

PROFESSOR HALL

117. Highway Engineering.—Standard tests of stone, gravel, and bituminous materials. 2 s.h.

E

PROFESSOR HALL

118. Materials of Engineering.—Study and testing of materials other than those taken up in course 117. 2 s.b.

E

PROFESSOR BIRD

119-120. Railroad Engineering.—Differences between highway and rail-way practice affecting curves and earthwork. A. R. E. A. transition curve, frogs, switches, and crossings. Preliminary and location survey of a railway of sufficient length to secure familiarity with methods of actual practice. Paper location made with estimate of cost. Construction and maintenance of track and trackwork, economics, and operating conditions affecting location. Prerequisite, course 113-114. 5 s.h.

E

PROFESSOR BIRD

123-124. Hydraulic Engineering .-

(a) Hydrology—Factors affecting precipitation; evaporation from land and water surfaces; relation of precipitation to run-off; estimating run-off; floods and flood flows. Stream gauging.

(b) Public Water Supply—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution

of water. Standard laboratory tests for the chemical and bacteriological examination of water.

(c) Sewerage—Sewerage systems, rainfall and storm water flow, sizes of storm and sanitary sewers, sewage disposal. Standard laboratory tests of sewage. Prerequisite, course 108. 8 s.h.

 $\mathbf{E}$ 

PROFESSOR HALL

131. Steel Structures—Stresses.—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges, including sub-divided panels, wind bracing. Prerequisite, course 6. 4 s.h.

E

PROFESSOR BIRD

132. Steel Structures—Design.—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, courses 107, 131. 4 s.h.

E

PROFESSOR BIRD

133. Reinforced Concrete.—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, course 107. 3 s.h.

E

PROFESSOR BIRD

134. Masonry Structures.—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisite, courses 107, 133, 3 s.h.

 $\mathbf{E}$ 

PROFESSOR BIRD

137-138. Seminar.—Students are required to make reports and to talk on current engineering literature or on such other topics as may be assigned. 2 s.h.

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PROFESSORS BIRD AND HALL

240. Indeterminate Structures.—Introductory course dealing with the application of theory of least work, deflection, and rotation to indeterminate stresses. Problems are solved analytically, graphically, and by deformeter. Prerequisite, course 131. 3 s.h.

E

PROFESSOR BIRD

#### MECHANICAL ENGINEERING

79-80. Constructive Processes.—Recitation course covering general processes in foundry, forge, and machine shop. Trips to neighboring shops are made. 2 s.h.

E

Mr. Mathews

81. Mechanism.—Displacement, velocity, and acceleration diagrams. Particular attention is given to gearing, cams, trains of mechanism, belts, and link work. 2 s.h.

E

Mr. Mathews

85. Steam Engineering.—Elementary principles of boilers, engines, turbines, and auxiliaries; properties of steam, fuels, and combustion. 2 s.h.

E. MR. MATHEWS

187-188. Heat Engineering.—Properties and thermodynamic processes of gases and vapors; cycles; efficiencies and performances of heat engines. 6 s.h.

E

MR. MATHEWS

199-200. Junior Mechanical Engineering Laboratory.—Open only to civil and electrical engineering students who have elected courses 187-188.
2 s.h.

E

Mr. MATHEWS

#### DEPARTMENT OF ELECTRICAL ENGINEERING

ASBURY BUILDING

PROFESSORS SCHEALER AND SEELEY

151-152. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations, and laboratory covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. Prerequisites, Physics 3-4, Mathematics 25, 30 (or concurrent). 8 s.h.

 $\mathbf{F}_{-}$ 

Professor Seeley

153. Principles of Electrical Engineering.—A short elementary course consisting of lectures, recitations, and laboratory covering the principles of direct and alternating current machinery, especially designed for students in civil engineering. Prerequisite, Physics 3-4. 3 s.h.

 $\mathbf{E}$ 

PROFESSOR SCHEALER

154. Principles of Electrical Engineering: Advanced Alternating-Current Machinery.—An advanced course consisting of lectures, recitations, and laboratory tests covering the principles underlying the construction and operation of alternating-current machinery. A study of synchronous generators and motors, transformers, parallel operation of alternators, synchronous converters, polyphase induction motors, and single-phase induction, series, and repulsion motors. Prerequisite, course 157. 6 s.h.

E Professor Schealer

155. Principles of Electrical Engineering: Advanced Direct-Current Machinery. A study of the principles which underlie the design and operation of all types of direct-current machinery. This course includes one three-hour period in the machinery laboratory weekly. Prerequisites, courses 151-152. Mathematics 25, 30. 3 s.h.

E

PROFESSOR SCHEALER

156. Electric Railways.—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Elective. Prerequisites, courses 151-152, 155. 3 s.h.

E

PROFESSOR SCHEALER

157. Principles of Electrical Engineering: Advanced Alternating Currents.—
The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152, Mathematics 25, 30. 3 s.h.

E PROFESSOR SCHEALER

158. Electric-Power Stations.—A course of lectures and recitations pertaining to the design, construction, and operation of electric-power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered-fuel and stoker equipment; switchboards; instruments and protective devices; operation and management; visits to neighboring plants. Prerequisites, courses 151-152, 187-188. 3 s.h.

E

PROFESSOR SCHEALER

159. Electric-Power Transmission.—A course of lecture and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission-line problems. Concurrent with course 157. Prerequisite, course 151-152. 3 s.h.

E

PROFESSOR SEELEY

161-162. High-Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum-tube circuits, wire and wireless-telephone circuits. Prerequisite, Mathematics 231. 6 s.h.

 $\mathbf{E}$ 

PROFESSOR SEELEY

163-164. Mathematical Analysis of Electrical Circuits.—An advanced course on the detailed mathematical analysis of certain circuits used in electrical engineering, with an introduction to the use of operational calculus as applied to electrical circuits. Elective. Prerequisites, courses 151-152, Mathematics 231. 6 s.h.

E

PROFESSOR SEELEY

#### REQUIRED NON-ENGINEERING SUBJECTS

1-2. General Inorganic Chemistry.—Lectures, recitation, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. One lecture, two recitations, and three laboratory hours, throughout the year. 8 s.h. Professor Wilson with Professor Gross, Assistant Professors

Vosburgh and Bigelow, Dr. Hauser, Dr. Bolich, Dr. Saylor; Messrs, Cook, deBruyne, Gelman, Gillaspie,

W & E

HAUS, AND PEARSON

- 1-2. English Composition and English Poetry.—During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. 6 s.h.

  MR. WARD AND MR. SUGDEN
- 3-4. English Composition.—A second course in composition for sophomores. 6 s.h.

Students who are required to take English 3-4 may take English 5-6 as an elective.

W&E

ASSISTANT PROFESSOR JORDAN

**5-6. Prose Literature.**—This course consists of a reading and study of selected works of the best writers of prose. Lectures are given on the lives of the authors studied, the periods of literary history, and the origin and growth of the various types of prose literature. Special emphasis is placed upon the study of biography. **6 s.h.** 

PROFESSOR GREENE AND ASSISTANT PROFESSOR GOHDES

1-2. Biblical Literature.—This course gives a general survey of the entire Bible. It is required of all students before graduation. 6 s.h.

PROFESSORS MYERS, SPENCE, ORMOND, ROWE,
W & E. AND MRS. SPENCE AND DR. CRIM

10. Engineering Mathematics.—This course, given for engineering freshmen and other students who desire to take more than 6 hours of mathematics in their freshman year, includes college algebra, plane trigonometry, and plane analytic geometry. 10 s.h.

E ASSISTANT PROFESSOR PATTERSON

11. Engineering Mathematics.—This course is given for engineering freshmen who do not qualify to take mathematics 10. See Department of Engineering. 12 s.h.

E Assistant Professor Patterson

25. Differential Calculus.—Each semester. 4 s.h.

W & E

Prerequisite, course 5.

30. Integral Calculus.—Each semester. 4 s.h.
W—Fall semester. W & E—Spring semester.
Prerequisites, courses 5 and 25.

STAFF

STAFF

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. 3 s.h.

W

PROFESSOR ELLIOTT

Prerequisite, course 30.

- 3-4. Physics for Engineers.—A course in general physics which gives special emphasis to engineering problems. Open to sophomores who have completed trigonometry. Four hours recitation E and three hours laboratory W. 10 s.h.

  PROFESSOR HATLEY AND ASSISTANT
  PROFESSOR COLLINS
- 102. Electrical Measurements.—This course is intended as a general elective for students in electrical engineering and physics. A fundamental course in electrical engineering or course 207 or course 53 is a prerequisite. One recitation and two three-hour laboratory periods per week. 1 to 3 s.h.

W

ASSISTANT PROFESSOR NIELSEN

#### RECOMMENDED ELECTIVE SUBJECTS

1. Principles of Economics.—This course must be taken by all students planning to elect further courses in economics and business administration. 6 s.h.

W & E

PROFESSORS HOOVER AND HAMILTON, ASSISTANT PROFESSORS ROBERTS AND GRAY, AND MESSRS. HAGAN, LEMERT, AND NICHOL 7. First-Year Accounting.—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. 6 s.h.

W Assistant Professor Shields, Messrs. Black,
Budd. and Savage

104. Corporation Finance.—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. First semester. 3 s.h. Prerequisite, course 1.

We RATCHEORD

106. Railway, Ocean, and Inland-Waterway Transportation.—History of the development of railways in the United States; railway organization and finance; traffic management; federal and state regulation of railroads; the present status of the railroad problem; inland-waterway transportation; and ocean transportation. Collateral reading and the preparation of term papers are required. 3 s.h.

W Assistant Professor Landon

178. Business Law.—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, Business Law. Casebook: Bays, Cases on Commercial Law. Required of seniors in the Business Administration group. 6 s.h.

W Assistant Professor Towe

151. Public Speaking.—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. 3 s.h.

When Herring

152. Argumentation.—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. 3 s.h.

W Mr. Herring

53. General Bacteriology.—Laboratory and lectures. 4 s.h.
W
PROFESSOR WOLF

101. Introduction to Psychology: General Principles.—Lectures, demonstrations, prescribed readings, and reports. 3 s.h.

W & E

PROFESSOR McDOUGALL

### FEES AND EXPENSES

#### SPECIAL ANNOUNCEMENT

Notwithstanding the serious effects of the depression no deserving student need fail to enter or continue at the University on that account. There are available loan funds that are considered ample to finance those who are unable to finance themselves.

The loans will be payable after the students have left the University and become well started in their careers. As repaid the money will remain to constitute a revolving fund to afford like help to other students in future years.

These loan funds, as well as the items of expense, are in accordance with a program for the development of the University which was adopted before the University was built.

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences and in history. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

#### GENERAL FEES

Matriculation, per semester\$	25.00
Tuition, per semester	00.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the	
University grounds, per semester	5.00
Damage fee, payable annually at the time of first registration	1.00
Medical fee, per semester	2.00
Library fee, per semester	5.00
Commencement fee, payable annually at the beginning of the sec-	
ond semester	3.00
Publication fee:	
First semester	2.50
Second semester	3.00
Diploma fee, payable by candidates for degrees at the beginning of	
the second semester, refunded if the diploma is not awarded	5.00
For further information concerning room rent, see be	low.

#### LABORATORY FEES

D-411 2
Botany 1 and 2\$2.50
Botany 51 and 151 5.00
Botany 52, 101, 102, 111, 112, and 52
Botany 201 4.00
Chemistry 1, 2, 21, 30, 41, 261, 262, 215, 216, 231, 232, 240, and 260. 6.00
Chemistry 151, 152, 241, 244, 253, 254, and 256
Civil Engineering 10—See Summer School catalogue.
Civil Engineering 11, 112, 113, 114, 117, 118 1.00
Electrical Engineering 151, 152, 153, 154, 155, 161, and 162 2.00
History 9 and 91, per semester 3.00
No texts are required in these courses, but a fee of three dollars
each semester is charged and books are placed in the library for
the use of those taking the courses. This fee is payable at the
beginning of each semester and is collected through the office of
the Treasurer of the University.
Physics, all courses
Zoölogy, all courses (except 1 and 2)
Zoölogy 1 and 2

### ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum of cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual, but the actual necessary college expenses for one year, including board, room rent, and such University fees as tuition, matriculation, commencement, library, damage, and medical, vary from \$543.50 to \$632.50.

#### DORMITORIES

The regular fee for room rent in the Southgate Building, set aside for engineering students, is \$50.00 per semester (two in room).

Rooms in Epworth Hall, East Campus, are open to men students for a rental of \$30.00 per student, per semester.

For cost of rooms in other dormitories and the regulations about rooms, consult the Undergraduate Catalogue.

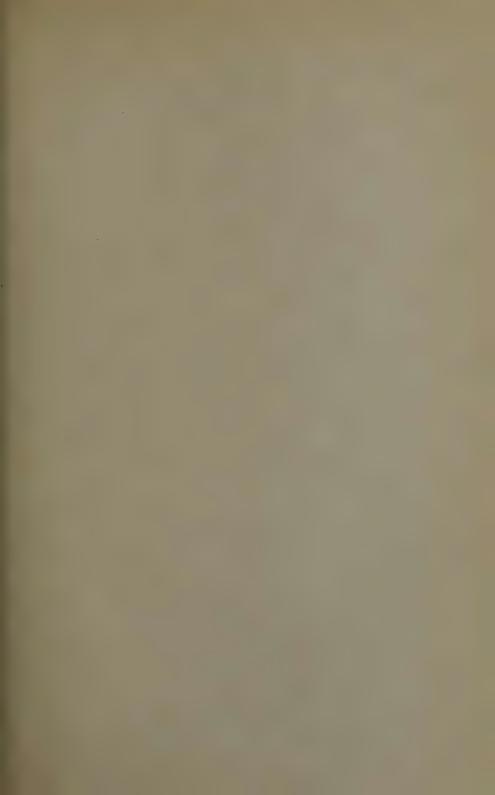
#### BOARDING ACCOMMODATIONS

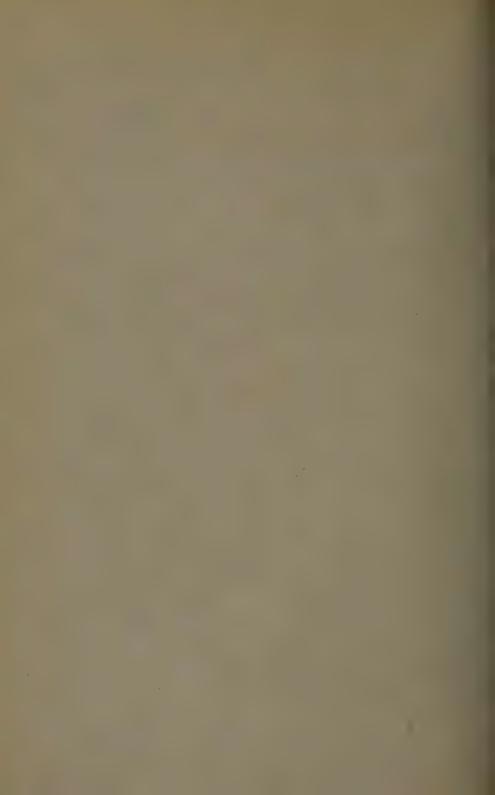
It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.











# BULLETIN

OF

# **DUKE UNIVERSITY**

Vol. 3

**APRIL**, 1931

No. 4

# SCHOOL OF RELIGION



# 1930-1931 ANNOUNCEMENTS FOR 1931-1932

PUBLISHED BY DUKE UNIVERSITY

IN JANUARY, FEBRUARY, MARCH, APRIL, MAY AND JUNE

ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.,

UNDER ACT OF AUGUST 24, 1912

#### ANNUAL CATALOGUES AND BULLETINS

For catalogue of Undergraduate Instruction, apply to *The Secretary*, Duke University, Durham, N. C.

For General Catalogue of Duke University, apply to The Secretary, Duke University, Durham, N. C.

For catalogue of The Graduate School of Arts and Sciences, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

For bulletin of The Department of Engineering, apply to The Secretary, Duke University, Durham, N. C.

For bulletin of The School of Law, apply to The Dean of the School of Law, Duke University, Durham, N. C.

For bulletin of The School of Medicine, apply to The Dean of the School of Medicine, Duke University, Durham, N. C.

For bulletin of The School of Nursing, apply to The Dean of the School of Nursing, Duke University, Durham, N. C.

For bulletin of The School of Religion, apply to The Registrar of the School of Religion, Duke University, Durham, N. C.

For bulletin of The Summer Schools, apply to *The Director* of the Summer Schools, Duke University, Durham, N. C.

# BULLETIN

OF

# **DUKE UNIVERSITY**



# SCHOOL OF RELIGION

1930-1931

ANNOUNCEMENTS FOR 1931-1932

DURHAM, NORTH CAROLINA
1931

# CALENDAR

1931		
Sept.	17.	Thursday, 4 p.m.—First regular faculty meeting.
Sept.	18-19.	
	20 277	of students.
Sept.	21.	Monday, 8:40 A.M.—Instruction begins.
Sept.		Tuesday, 11 A.M.—Formal opening exercises.
Oct.		Wednesday—Fall retreat.
Nov.	2.	Monday-Last day for submitting subjects for B.D.
		theses.
Nov.	11.	Wednesday-Armistice Day-Part holiday-Public
		exercises.
Nov.	26.	Thursday—Thanksgiving Day—A holiday.
Dec.	11.	Friday—Duke University Day—Not a holiday.
Dec.	22.	Tuesday, 1 P.M.—Christmas recess begins.
		2,
1932		
Jan.	5.	Tuesday, 8:40 A.M.—Instruction is resumed.
Jan.	20.	Wednesday-Mid-year examinations begin.
Jan.	29-30.	Friday and Saturday-Matriculation and registration
		for second semester.
Feb.	1.	Monday—Second semester begins.
Feb.	22.	Monday-A holiday-Civic celebration in honor of
		Washington's birthday.
Mar.	24.	Thursday, 4 P.M.—Easter recess begins.
Mar.	29.	Tuesday, 8:40 A.M.—Instruction is resumed.
May	4.	Wednesday—Spring retreat.
May	16.	Monday—Last day for submitting B.D. theses.
May	26.	Thursday—Final examinations begin.
June	3.	Friday, 4 P.M.—Dean's reception to graduating class.
June	5.	Sunday—President's address to graduating class.
June	6.	Monday evening—Graduating orations.
June	7.	Tuesday morning—Commencement sermon.
June	7.	Tuesday—Alumni Day—Class Reunions.
		Afternoon-Alumni Address-Meeting of the
		Alumni Association.
		Afternoon-Alumnae Address-Meeting of the
		Alumnae Association.
June	7.	Tuesday evening-Reception in honor of the Grad-
		uating Class.
June	8.	Wednesday morning—Commencement address; grad-
		uating exercises.
June	8.	Wednesday afternoon at sunset-Lowering of the
		Flag by the graduating class.

### GENERAL ADMINISTRATION

FEW, WILLIAM PRESTON, A.B., A.M., Ph.D., LL.D., Litt.D.

President of the University

FLOWERS, ROBERT LEE, A.M., LL.D.

Vice-president in the Business Division, Secretary, and

Treasurer of the University

WANNAMAKER, WILLIAM HANE, A.B., A.M., Litt.D. Vice-president in the Educational Division of the University

BROWN, FRANK CLYDE, A.B., A.M., Ph.D. Comptroller of the University

LEE, ARTHUR CARL, B.S., C.E. Chief Engineer

COMMITTEE OF THE BOARD OF TRUSTEES ON THE SCHOOL OF RELIGION

W. W. PEELE, M. BRADSHAW, J. F. KIRK, J. B. HURLEY, T. F. MARR

#### OFFICERS OF INSTRUCTION

RUSSELL, ELBERT, A.B., A.M., Ph.D.

Dean of the School of Religion

GARBER, PAUL NEFF, A.B., A.M., Ph.D. Registrar of the School of Religion

BRANSCOMB, BENNETT HARVIE, A.B., M.A. (Oxon), Ph.D.

Professor of New Testament

CANNON, JAMES, III, A.B., A.M., Th.B., Th.M. Ivey Professor of the History of Religion and Missions

GARBER, PAUL NEFF, A.B., A.M., Ph.D. Professor of Church History

GODBEY, ALLEN HOWARD, A.M., Ph.D. Professor of Old Testament

HICKMAN, FRANKLIN SIMPSON, A.B., A.M., S.T.B., Ph.D.

Professor of the Psychology of Religion

Mr. Duke's death in 1925 was followed by the announcement of munificent provisions in his will for the development of the University which bears his family name.

#### SCHOOL OF RELIGION

Trinity College was established by Christian men for the purpose of providing education for young men and women under distinctively Christian auspices. There has been no departure from this clearly defined aim. On the contrary there has been ever-increasing emphasis placed upon this feature of the work of the college, especially in the provision in the curriculum for a great variety of courses on the Bible and other religious subjects.

Through the gift of Mr. James B. Duke, the School of Religion and its curriculum have been separated from the work of the Department of Religion in Trinity College. Among those for whom his gift was intended Mr. Duke placed ministers first. He felt sure that his native state of North Carolina stood in need first of a better educated and more efficiently trained ministry. The organization of the School of Religion of Duke University, the first of the professional schools to start its work, is the carrying out of this intention on the part of Mr. Duke. The work of the School began with the academic year 1926-27, though the exercises formally opening the School were not held until November 9, 1926.

Duke University retains the same close relationship which Trinity College always held to the Conferences in North Carolina of the Methodist Episcopal Church, South. This legal relationship has always been broadly interpreted. Members of all other Christian denominations, as well as Methodists, will be made to feel welcome in the School of Religion and may be assured that the basis on which the work is conducted is broadly catholic and not narrowly denominational.

#### THE PURPOSE OF THE SCHOOL OF RELIGION

Christian work has now expanded to the extent that it covers far more than the work of a preacher or minister. The School of Religion of Duke University purposes to offer training for all types of Christian service. This will include missionaries, teachers of Bible and other religious subjects in the

schools and colleges of the Church, directors of religious education, and social workers. In the future it is planned to fit the courses more completely to the needs of these workers. Still it must be kept clear that the minister in charge of a church, who is placed before the people to preach the Gospel of Christ, is the center and key to the whole problem of Christian work in the church. It is felt with strong conviction that the training of all Christian workers should be maintained on a high level. Consequently this School of Religion is organized on a strictly graduate basis. It is sincerely hoped that the standard thus set may increasingly influence the type of men and women entering Christian work and may lead them to demand the best of themselves in the prosecution of the work of Christ among men.

# RELATION OF THE SCHOOL OF RELIGION TO

As one of the coördinate schools of Duke University, the School of Religion is in closest touch with the other schools, particularly with Trinity College and with the Graduate School. Correspondence is invited from those who are interested in the possibility of securing degrees other than that of Bachelor of Divinity, which is granted upon recommendation of the faculty of the School of Religion. Seniors in Trinity College are admitted to certain courses in the School of Religion. Various privileges of Duke University are open to students of the School of Religion. Students in the School of Religion are expected to take part in the religious and social life of the University campus and to share in athletic interests and activities.

# REQUIREMENTS FOR ADMISSION

Candidates for matriculation must be graduates of colleges of recognized standing. They will be admitted without examination on presentation of an official transcript of all college credits and such other credits as they may have secured. This applies to students coming from foreign countries as well as to students from institutions in the United States. They must satisfy the faculty as to their Christian character and purpose. To this end a letter regarding a student's character and purpose from the pastor of his home church, a church official, or

some faculty member in the college where he did his undergraduate work, should be presented at the time of admission. Women will be admitted on the same conditions as men.

#### ADMISSION TO ADVANCED STANDING

Students coming from colleges where departments of religion are maintained may be admitted to advanced courses in departments of the School of Religion in which they have done previous work as undergraduates. After one semester in residence, completing at least twelve semester-hours of work, students may make application to the faculty of the School of Religion for credit toward the Bachelor of Divinity degree for courses of senior-graduate rank taken as undergraduates.

#### PART TIME SCHEDULES

Students who are not giving full time to their studies in the School of Religion may carry only limited schedules of class work.

### REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Divinity will be conferred by Duke University on students in the School of Religion who satisfactorily complete the prescribed course of study, which consists of ninety semester-hours of work and a thesis. The course is planned to cover three years, of two semesters each, and students are urged to plan to spend in their theological studies the full time thus designated. In no case will the degree of Bachelor of Divinity be conferred on a student until he has spent at least two full semesters in residence in the School of Religion, and has satisfactorily completed a minimum of twenty-four semester-hours of work.

#### THESIS

A thesis is required of all candidates for the degree of Bachelor of Divinity. It shall be of such a character as shall evidence a knowledge of the methods of research and an ability to conduct independent investigations. It shall be written upon some topic in the major field of study. The candidate is responsible for the selection of a suitable subject, which must be approved by the professor in charge of the major field, and

must be filed with the Dean of the School of Religion on or before November 1 of the academic year in which it is expected that the degree will be conferred. Following the submission and approval of the subject of the thesis no changes shall be permitted, except changes for the purpose of clarification or limitation of the subject. The thesis shall be prepared under the supervision and guidance of the professor in charge of the major field. No student shall be allowed to write his thesis in absentia except on the approval of the dean and the professor in charge of the thesis. In all such cases regular reports as to the progress of the thesis must be made to the professor in charge, as often as he may deem wise.

The thesis shall be read by a committee of three members of the faculty of the School of Religion, one of whom shall be the professor under whose direction the thesis has been written, and two other members appointed by the dean, one of whom shall be of a department other than that in which the thesis is written. Each candidate shall be examined orally on his thesis by the committee appointed to read it, said examination not to exceed one hour in length. The thesis must be satisfactory to a majority of the members of the examining committee, including the representative of the department in which the thesis was written

A complete typed copy of the thesis shall be in the hands of the professor under whom the thesis is written, for correction, by May 1, and three permanently-bound typewritten copies shall be presented for examination not later than May 15 of the year in which it is expected that the degree will be conferred. Theses submitted after May 15 shall not be considered as fulfilling the requirements for graduation in that academic year. In the case of extensive corrections of the thesis in the course of the examination such retyping and rebinding of the thesis as the committee of examination may desire shall be required.

# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF DIVINITY

### GENERAL REQUIREMENTS

A candidate for the degree of Bachelor of Divinity must complete satisfactorily forty-two semester-hours of required work. These general requirements are divided among the departments of instruction in the following manner:

Old Testament	6 s.h.
New Testament	6 s.h.
Christian Doctrine	6 s.h.
Church History	6 s.h.
Homiletics and Practical Theology	6 s.h.
Religious Education	6 s.h.
History of Religion and Missions	6 s.h.
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	42 s h

#### MAJOR ELECTIVES

Each student must select a major field in which he shall elect twelve semester-hours. This choice must be made by the end of the Middle year. A student may take his major in any of the departments of the School of Religion. He may also take his major in English Bible. To do this, he must complete in addition to the required work in the departments of Old Testament and New Testament nine semester-hours in the department of Old Testament and nine semester-hours in the department of New Testament, exclusive of language.

12 s.h.

#### FREE ELECTIVES

Thirty-six semester-hours are designated as free electives. These are to be elected by the student, subject to the approval of the faculty.

36 s.h.

90 s.h.

# REQUIRED COURSES AND ELECTIVES BY DEPARTMENTS

#### OLD TESTAMENT

General requirement:
203-204. Introduction to the Old Testament

6 s.h.

Major and free electives:	
201-202. Introductory Hebrew	6 s.h.
301. Old Testament Theology	3 s.h.
302. The Exegesis of Selected Books of the Old Testament	
305-306. Pre-Mosaic Hebrew Religion	6 s.h.
307-308. The Old Testament in Hebrew	6 s.h.
309-310. Ancient Oriental History	6 s.h.
NEW TESTAMENT	
General requirement:	
213-214. The Beginnings of Christianity	6 s.h.
Major and free electives:	
211-212. Hellenistic Greek	6 s.h.
217. The New Testament in Greek	3 s.h.
218. The Exegesis of Selected Books of the New	
Testament	3 s.h.
219. Life of Paul	3 s.h.
311. The Life and Teachings of Jesus	3 s.h.
312. New Testament Theology	3 s.h.
313-314. The Exegesis of Selected Books of the New	
Testament	6 s.h.
315. Judaism at the Beginning of the Christian Era	3 s.h.
316. Hellenistic Religions at the Beginning of the	2 - 1-
Christian Era	3 s.h.
CHRISTIAN DOCTRINE	
General requirement:	
321. Introduction to the Science of Theology	3 s.h.
322. The Content of Christian Doctrine	3 s.h.
Major and free electives:	
323. Theology in Ancient and Medieval Christianity	3 s.h.
324. Theology in Modern Christianity	3 s.h.
325. Soteriology	3 s.h.
326. Eschatalogy	3 s.h.
Additional courses for a major in this department are Old Test 301 and New Testament 312.	ament
CHURCH HISTORY	
General requirement:	
233. Church History to the Reformation	3 s.h.
234. The History of the Evangelical Movement	3 s.h.
Major and free electives:	
333. The Denominations in America: the Colonial Period	3 s.h.
334. The Denominations in America: the National Period	3 s.h.
335. Methodism	3 s.h.
326 Crost Mon of the Christian Church	
336. Great Men of the Christian Church 337. Protestantism and Catholicism in Europe since 1800	3 s.h.

# HOMILETICS AND PRACTICAL THEOLOGY

General requirement:	
341. Homiletics, and either	3 s.h.
342. Sermon Construction, or	3 s.h.
343. Psychology of Preaching, or	3 s.h.
344. History of Preaching, or	3 s.h.
345. City Church Administration, or	3 s.h.
346. Public Worship	3 s.h.
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Major and free electives:	
251. The Rural Church and Sociology	3 s.h.
252. Rural Church Administration	3 s.h.
342. Sermon Construction	3 s.h.
343. Psychology of Preaching	3 s.h.
344. History of Preaching	3 s.h.
345. City Church Administration	3 s.h.
346. Public Worship	3 s.h.
348. Church Music and Religious Art	3 s.h.
RELIGIOUS EDUCATION	
General requirement:	
261. Administration and Supervision of Religious Education	3 s.h.
275. Introduction to the Psychology of Religion	3 s.h.
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Major and free electives:	
262. Surveys, Tests, and Measurements	3 s.h.
263. Types and Technique of Religious Teaching	3 s.h.
265. Curriculum of Religious Education	3 s.h.
266. Religious Drama	3 s.h.
267. Religious Education in the Community	3 s.h.
268. Materials of Character Education	3 s.h.
269. Principles and Program of Character Education	3 s.h.
270. Religious Education in the Home	3 s.h.
271. Research in Religious Education	3 s.h.
272. Philosophy of Religious Education	3 s.h.
273. Curriculum Construction	3 s.h.
276. Advanced Psychology of Religion	3 s.h.
371. The Religious Experience of the Child	3 s.h.
372. The Religious Experience of Youth	3 s.h.
373. The Psychology of Mysticism	3 s.h.
377-378. Seminar in the Psychology of Religion	4 s.h.
HISTORY OF RELIGION AND MISSIONS	
General requirement:	2 - 1
281. The Nature and Early Development of Religion, or	3 s.h.
282. Living Religions of the World, and either	3 s.h.
283. Expansion of Christianity, or	3 s.h.
284. Principles of Missions	3 s.h.

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# Major and free electives:

281.	The Nature and Early Development of Religion	3 s.h.
282.	Living Religions of the World	3 s.h.
283.	Expansion of Christianity	3 s.h.
284.	Principles of Missions	3 s.h.
381.	Leading Ideas of Religion (God. Sin. and Salvation)	3 s.h.

381. Leading Ideas of Religion (God, Sin, and Salvation) 3 s.h. 382. Leading Ideas of Religion (Future Life and Ethics) 3 s.h.

383. Buddhism 3 s.h. 384. Mohammedanism 3 s.h.

384. Monammedanism 3 s.n. 385. Christianity and World Movements 3 s.h. 386. Missionary Problems 3 s.h.

#### DISTRIBUTION OF COURSES BY YEARS

#### IUNIOR YEAR

Old Testament		6 s.h.
New Testament		6 s.h.
Church History		6 s.h.

The remaining twelve semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, History of Religion and Missions, but not more than six semester-hours shall be taken in one department.

#### MIDDLE YEAR

#### Christian Doctrine

6 s.h.

The remaining twenty-four semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, History of Religion and Missions, major electives, free electives; but not more than twelve semester-hours shall be taken in one department.

24 s.h.

30 s.h.

#### SENIOR YEAR

In the Senior year the student must fulfill all general requirements not completed in the Junior and Middle years. The remainder of the work is elective.

30 s.h.

### COURSES OF INSTRUCTION

#### OLD TESTAMENT

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

- 201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. T.Th.S. at 8:40. 6 s.h. Professor Godbey
- 203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting. M.W.F. at 8:40. 6 s.h.

  Professor Russell
- **301.** Old Testament Theology.—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. M.T.W. at 10:40. **3 s.h.**

PROFESSOR RUSSELL

- 302. The Exegesis of Selected Books of the Old Testament.—The books to be studied will be chosen from the following list: Job, Second Isaiah, Zechariah, the Psalms. The study will be based on the English text. M.T.W. at 10:40. 3 s.h.

  PROFESSOR RUSSELL
- 305-306. Pre-Mosaic Hebrew Religion.—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. M.W.F. at 12:10. 6 s.h.

  Professor Godbey
- 307-308. The Old Testament in Hebrew.—Parts of the Pentateuch are read during the first semester. Selections from the Prophets are the basis for the study in the second semester. M.W. at 4. 6 s.h.

Professor Godbey

**309-310.** Ancient Oriental History.—The aim of this course is to show the relations of Minoan, Philistine. Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. M.T.W. at 8:40. **6 s.h.** Professor Godden

#### NEW TESTAMENT

211-212. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. M.W.F. at 8:40. 6 s.h., provided the student takes New Testament 217-218 the following year.

PROFESSOR BRANSCOMB

- 213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. M.W.F. at 9:40. 6 s.h. Professor Branscomb
- 217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. T.Th.S. at 9:40. 3 s.h. Professor Branscomb
- 218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. T.Th.S. at 9:40. 3 s.h. PROFESSOR RUSSELL
- 219. Life of Paul.—A study of Paul's life on the basis of the Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world.

  M.W.F. at 9:40. 3 s.h. Professor Myers
- 311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213-214. Th.F.S. at 10:40. 3 s.h. Professor Russell
- 312. New Testament Theology.—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. Th.F.S. at 10:40. 3 s.h. PROFESSOR BRANSCOMB
- 313. The Exegesis of Selected Books of the New Testament.—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. Th.F.S. at 10:40.

  3 s.h. PROFESSOR BRANSCOMB
- 314. The Exegesis of Selected Books of the New Testament.—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. T.Th.S. at 12:10. 3 s.h. Professor Branscomb
- 315. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. Th.F.S. at 10:40. 3 s.h.

  PROFESSOR BRANSCOMB

[Not offered in 1931-1932]

316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. Th.F.S. at 10:40. 3 s.h.

PROFESSOR RUSSELL

[Not offered in 1931-1932]

#### CHRISTIAN DOCTRINE

**321.** Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. M.W.F. at 8:40. **3 s.h.**PROFESSOR ROWE

322. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of the religious thought and experience of the present age. M.W.F. at 8:40. 3 s.h.

Professor Rowe

323. Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds, M.T.W. at 9:40. 3 s.h.

PROFESSOR ROWE

[Not offered in 1931-1932]

324. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. M.T.W. at 9:40. 3 s.h.

PROFESSOR ROWE

[Not offered in 1931-1932]

- 325. Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. M.T.W. at 9:40.

  3 s.h. Professor Rowe
- **326.** Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. M.T.W. at 9:40. **3 s.h.**

PROFESSOR ROWE

#### CHURCH HISTORY

- 233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. M.W.F. at 10:40. 3 s.h. PROFESSOR GARBER
- **234.** History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. M.W.F. at 10.40. **3 s.h.** Professor Garber
- 333. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. M.T.W. at 12:10. 3 s.h. Professor Garber
- 334. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Prerequisite, Church History 233-234. M.T.W. at 12:10. 3 s.h.

  PROFESSOR GARBER
- 335. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America. Prerequisite, Church History 233-234. M.W.F. at 9:40. 3 s.h.

PROFESSOR GARBER

- 336. Great Men of the Christian Church.—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. M.W.F. at 9:40. 3 s.h.

  PROFESSOR GARBER
- 337. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. Prefequisite, Church History 233-234. M.W.F. at 9:40. 3 s.h.

[Not offered in 1931-1932]

#### HOMILETICS AND PRACTICAL THEOLOGY

- 251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present obligation of the church. T.Th.S. at 8:40. 3 s.h.

  PROFESSOR ORMOND
- 252. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. T.Th.S. at 8:40.

  3 s.h. PROFESSOR ORMOND
- 341. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded. T.Th.S. at 9:40. 3 s.h.

  PROFESSOR HICKMAN
- **342.** Sermon Construction.—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons, with written reports. T.Th.S. at 9:40. **3 s.h.**

PROFESSOR HICKMAN

**343.** Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. T. Th.S. at 9:40. **3 s.h.** 

PROFESSOR HICKMAN

[Not offered in 1931-1932]

344. History of Preaching.—An historical study of the development of Christian preaching from the apostolic period to the present time. Emphasis is laid upon the personality and the homiletical methods of great preachers, studied in their true historical perspective. T.Th.S. at 9:40.

3 s.h. PROFESSOR HICKMAN

[Not offered in 1931-1932]

345. City Church Administration.—A survey of the duties, relationships, and opportunities of the pastorate in the modern urban community; church management and organization; ecclesiastical procedure and law; projects in local churches. M.W.F. at 12:10. 3 s.h.

PROFESSOR STANBURY

**346.** Public Worship.—Problems of the Church's inner and corporate life; a study of the aims, spirit, and conduct of public worship; projects in the constructive criticism of worship. M.W.F. at 12:10. **3 s.h.** 

PROFESSOR STANBURY

348. Church Music and Religious Art.—A study of the use of music and art in public worship. T.Th.S. at 12:10. 3 s.h. Mr. Barnes et al.

#### RELIGIOUS EDUCATION

261. Administration and Supervision of Religious Education.—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. T.Th.S. at 12:10. 3 s.h.

Professor Vieth

262. Surveys, Tests, and Measurements.—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. T.Th.S. at 12:10. 3 s.h.

Professor ----

- 263. Types and Technique of Religious Teaching.—The course attempts to give a clear conception of the principles of religious teaching, and of analysis and criticism of the various types of teaching technique. Special attention is given to the project method and group discussion. M.W.F. at 8:40. 3 s.h.

  PROFESSOR SPENCE
- 265. Curriculum of Religious Education.—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. T.Th.S. at 8:40. 3 s.h.

PROFESSOR VIETH

- 266. Religious Drama.—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. T.Th.S. at 8:40. 3 s.h. PROFESSOR SPENCE
- 267. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. M.W.F. at 8:40. 3 s.h.

  Professor Spence

[Not offered in 1931-1932]

268. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. M.W.F. at 8:40. 3 s.h.

PROFESSOR SPENCE

[Not offered in 1931-1932]

**269.** Principles and Program of Character Education.—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. T.Th.S. at 8:40. **3 s.h.** 

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270. Religious Education in the Home.—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. T.Th.S. at 8:40. 3 s.h.

Professor -

- 272. Philosophy of Religious Education.—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 261. M.W.F. at 9:40. 3 s.h.

  PROFESSOR VIETH
- 273. Curriculum Construction.—This course deals with the processes of research, construction, and experimentation used in curriculum making.

  Actual curriculum construction will be undertaken. M.W.F. at 8:40.

  3 s.h. Professor Spence

[Not offered in 1931-1932]

- 275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. T.Th.S. at 8:40. 3 s.h. Professor Hickman
- 276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education 275 or its equivalent. T.Th.S. at 8:40. 3 s.h. Professor Hickman
- 371. The Religious Experience of the Child.—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. M.T.W. at 10:40. 3 s.h.

PROFESSOR HICKMAN

- 372. The Religious Experience of Youth.—A continuation of Religious Education 371. Prerequisite, one course in general psychology. M.T.W. at 10:40. 3 s.h. Professor Hickman
- 373. The Psychology of Mysticism.—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education 275 or equivalent. M.T.W. at 10:40. 3 s.h.

  Professor Hickman

[Not offered in 1931-1932]

377-378. Seminar in the Psychology of Religion.—Theories of self and related problems in the philosophical aspects of psychology and their bearing upon religious theory. For advanced students in philosophy, psychology, or psychology of religion. Two hours per week throughout the year. Hours to be arranged. 4 s.h.

PROFESSOR HICKMAN

#### HISTORY OF RELIGION AND MISSIONS

- 281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. T.Th.S. at 9:40.

  3 s.h. PROFESSOR CANNON
- **282.** Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. T.Th.S. at 9:40. **3 s.h.**

PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. T.Th.S. at 10:40. 3 s.h.

PROFESSOR CANNON

- 284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. T.Th.S. at 10:40. 3 s.h. PROFESSOR CANNON
- **381.** Leading Ideas of Religion.—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. at 9:40. **3 s.h.**

PROFESSOR CANNON

382. Leading Ideas of Religion.—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. at 9:40. 3 s.h.

PROFESSOR CANNON

383. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present conditions in southern and eastern Asia. Prerequisite, History of Religion and Missions 282. M.W.F. at 9:40. 3 s.h. Professor Cannon

[Not offered in 1931-1932]

**384.** Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. M.W.F. at 9:40. **3 s.h.** 

PROFESSOR CANNON

[Not offered in 1931-1932]

385. Christianity and World Movements.—Relation of Christianity to significant world movements,—race, war, industry, world peace. T.Th.S. at 10:40. 3 s.h.. Professor Cannon

[Not offered in 1931-1932]

**386.** Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualification and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. T.Th.S. at 10:40. **3 s.h.**PROFESSOR CANNON

[Not offered in 1931-1932]

Courses offered primarily in the Graduate School of Arts and Sciences which may also be credited on the Bachelor of Divinity degree.

# PHILOSOPHY

203. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. T.Th.S. at 12:10. 3 s.h.

PROFESSOR CRANFORD

- 204. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. T.Th.S. at 12:10.

  3 s.h. PROFESSOR CRANFORD
- 205-206. Idealism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. M.W.F. at 10:40. 6 s.h. PROFESSOR CRANFORD

261-262. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, reports. M.W.F. at 10:40. 6 s.h.

PROFESSOR WIDGERY

# SOCIOLOGY

**301.** Sociology and Religion.—The bearing of sociology upon religious problems and religious work. M.W.F. at 9:40. **3 s.h.** 

PROFESSOR JENSEN

- 205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. T.Th.S. at 9:40. 3 s.h.

  Professor Jensen
- 217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. M.W.F. at 10:40.

  3 s.h. Professor Ellwood
- 218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. M.W.F. at 10:40. 3 s.h.

  PROFESSOR ELLWOOD
- 219. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. T.Th.S. at 9:40. 3 s.h.

PROFESSOR ELLWOOD

220. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumplowicz, Ratzenhofer, and Ward, will, among others, be considered. A large amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. T.Th.S. at 9:40. 3 s.h.

PROFESSOR ELLWOOD

# GENERAL INFORMATION

# REGULATIONS FOR THE DEGREE OF MASTER OF ARTS IN RELIGION

By joint action of the Graduate Council and of the faculty of the School of Religion, the following regulations have been established for the granting of the degree of Master of Arts in the field of religion:

A student desiring to obtain an A.M. degree with religion as the principal field of work must first complete a period of one academic year in residence in the School of Religion, or in an approved school of similar standing, and must secure thirty semester-hours of credit in studies approved by the faculty of the School of Religion. He may then be recommended to the Graduate Council by the faculty of the School of Religion as a suitable candidate for the A.M. degree. Only those students who have maintained a creditable standing in the first year's work of the School of Religion will be recommended for admission to candidacy for the A.M. degree.

The student, in the next year following the completion of the preliminary requirement in the School of Religion, shall take twelve semester-hours of work and write a thesis for the A.M. degree in some department of the School of Religion in which he has previously received six semester-hours credit for resident work.\* In addition, the student shall take twelve semester-hours of work in related departments of the School of Religion, or in related departments offering graduate courses in the other schools of the University. The student's selection of courses shall be approved by the Faculty of the School of Religion and by the Graduate Council.

In all other respects the candidate for the A.M. degree in the field of Religion shall conform to the usual regulations of the Graduate Council, such as the approval by the Graduate Council of all courses in the School of Religion for which graduate credit is asked, the prerequisites in foreign language, the examination of the thesis, etc.

Students who are recommended to the Graduate Council by the faculty of the School of Religion as candidates for the A.M. degree under the above plan shall be registered for the following year in the Graduate School of the University. They may also be registered in duplicate in the School of Religion for such part of the year's work as will be accepted by the faculty of the School of Religion toward the degree of Bachelor of Divinity.

Six semester-hours in an approved school of similar standing will be accepted
as resident work.

# **FEES**

Room-rent and tuition are remitted to students matriculated in the School of Religion, for which they are expected to render service from time to time which shall not interfere with their work in the School of Religion.

Each student is assessed per semester as follows:

Matriculation fee\$	25.00
Library fee	5.00
Athletic fee (optional)	5.00
Publication fee (optional)	2.50
Hospital fee	2.00
Damage fee	1.00

Each student is assessed in the last semester before a degree is conferred, a commencement fee of three dollars and a diploma fee of five dollars. The latter fee is refunded if the diploma is not awarded.

# LATE REGISTRATION

Students matriculating in either semester at a date later than that prescribed in the catalogue shall pay to the treasurer of the University a penalty of five dollars.

# ROOMS

Men students in the School of Religion are housed in the new dormitories on the west campus of Duke University. All rooms are provided with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows. Students must furnish their own electric lamps, which can be purchased from the University store.

Rooms for a given year may be engaged at the office of the Director in the Business Division at any time before May 15 of the preceding year. Every student who wishes to retain his room for the succeeding year must notify the office of the Director in the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. A reservation is canceled, and the University is free to rent the room to other students, unless a deposit of \$5.00 for each proposed occupant, in part payment of the rent, is made by August 1. When a

room is once engaged by a student, no change will be permitted except with the consent of the Director in the Business Division.

# BOARDING HALLS

The University dining hall in the College Union has accommodations for all the resident men students. It is the policy of the University to furnish board to the students at actual cost. Board may be secured at the Union for \$25.00 per month of twenty-eight days. The College Union is the logical center of student activities, and all male students are advised to board in its supervised halls.

# STUDENT AID

Scholarships are available for ministerial students, the terms of which may be ascertained by correspondence with the Registrar of the School of Religion. Aid is also given in securing positions in churches. Students who need financial help may be assured that the administration will do all in its power to give the necessary assistance.

## THE LIBRARY

The School of Religion has its own library, conveniently housed in the School of Religion building. This library which contains materials dealing with the subject of religion, already numbers nearly twenty thousand volumes. It has been carefully selected and is the equivalent in working efficiency of many libraries which are much larger. It is already rich in complete files of the more important journals and periodicals, in sets containing source materials for the study of the history of religion and missions, in facsimiles of the more important manuscripts of the New Testament, and in source materials in the field of American church history. The library is being rapidly expanded. Two private libraries of note have been purchased, one of the late Dr. Graf von Baudissin, Professor of Old Testament at the University of Berlin, and the other of the late Dr. Karl Hall, Professor of Church History in the same university, and these have added valuable materials in these fields. One of the outstanding possessions of the library, is a magnificent manuscript of the XIII or XIV centuries containing the entire text of the New Testament, which was secured during the past year.

Besides this special library, students of the School of Religion have the use of the main library of the University, the library of the School of Law and the library of the School of Medicine. All of these libraries are located near the School of Religion building.

# RELIGIOUS LIFE

The students of the School of Religion are expected to attend the regular University chapel services which are held on Tuesday, Wednesday, Friday, and Saturday of each week. A special chapel service for the School of Religion is held each Thursday morning.

In this, as in other features of the University life, the students of the School of Religion are urged to identify themselves with the life of the whole student group.

# DATE OF REGISTRATION

Class work in the School of Religion for the academic session of 1931-1932 will begin Monday, September 21, 1931. The registration of students in the School of Religion will begin on Friday, September 18, 1931. Registration should be completed by Saturday, September 19, 1931.

# ADDITIONAL INFORMATION

Requests for information not contained in this catalogue should be addressed to the Registrar of the School of Religion, Duke University, Durham, North Carolina.

# JUNALUSKA SCHOOL OF RELIGION

# INSTRUCTORS

ELBERT RUSSELL, A.B., A.M., Ph.D.,

Dean of the School of Religion and Professor of Biblical Interpretation,

Duke University.

WILLIAM CLAYTON BOWER, A.B., A.M.,

Professor of Religious Education,

The University of Chicago.

GILBERT THEODORE ROWE, A.B., D.D., Litt.D.,

Professor of Christian Doctrine,

Duke University.

ANDREW SLEDD, A.B., A.M., Ph.D., LL.D., D.D., Professor of Greek and New Testament Literature, Emory University.

HERSEY EVERETT SPENCE, A.B., A.M., B.D.,

Professor of Religious Education,

Duke University.

SAMUEL M. ZWEMER, A.B., A.M., D.D., LL.D., Professor of the History of Religion and Missions,

PRINCETON THEOLOGICAL SEMINARY.

# CALENDAR: SCOPE OF WORK

The fourth session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 20 to August 29, 1931. It will be conducted under the joint management of Duke University and the Board of Christian Education with the coöperation of the Board of Missions and other boards of the Methodist Episcopal Church, South.

The purpose is to conduct a Summer School of Religion to meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school

is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees and for the preliminary work toward the A.M. degree in the School of Religion.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to add credits looking toward the securing of university degrees.

# COURSES

Courses will be offered meeting five times a week for eighty-minutes periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University. Two such courses may be taken by each student. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and who are ranked as incoming seniors in college.

## GROUP I

# FOR COLLEGE UNDERGRADUATES

- Course 1. The Life of Jesus.—An historical study based on the Gospel of Mark.

  Professor Sledd
- Course 3. The Hebrew Prophets.—The beginnings of prophecy in Israel, the historical background and personal experience of the prophets of the Eighth Century, their books and teaching.

  PROFESSOR RUSSELL
- Course 5. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualification and training of candidates, education and other selected problems.

  Professor Zwemer
- Course 7. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at different stages of character development. Emphasis on story material and modern religious poetry.

  PROFESSOR SPENCE

# GROUP II

# FOR COLLEGE GRADUATES (AND FOR COLLEGE SENIORS)

- Course 2. The Life of Paul.—An historical study based on the Pauline Epistles and the Acts of the Apostles.

  Professor Sledd
- Course 4. The Wisdom Literature of the Old Testament.—A study of the origin, purpose, and character of the wisdom movement and of the books: Proverbs, Job, Ecclesiastes, Ecclesiasticus, and Wisdom.

PROFESSOR RUSSELL

Course 6. Character Education.—Factors that determine character; an analysis of techniques of character, education in the light of modern educational trends; the function of religion in character.

Professor Bower

- Course 8. Types of Teaching Religion.—A comparative study of techniques used in teaching religion, together with an evaluation of these techniques from the viewpoint of modern trends in religion and education.

  PROFESSOR BOWER
- Course 10. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school.

PROFESSOR SPENCE

- Course 12. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of religious thought and experience of the present age.

  Professor Rowe
- Course 14. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded.

  Professor Rowe
- Course 16. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today.

PROFESSOR ZWEMER

# ADDITIONAL INFORMATION

A general matriculation fee of \$5.00 is due at time of registration and a special fee of \$5.00 in each course for which the student registers.

Students are of course responsible for their own arrangements for board and room. Those desiring to engage room

and board in the Sunday School Dormitory should write A. L. Dietrich, 810 Broadway, Nashville, Tennessee. Those desiring to room elsewhere should write to Ralph E. Nollner, Lake Junaluska, North Carolina.

All the sessions of the school will be held in the Sunday School Building at the west end of Lake Junaluska.

Academic matters will be in charge of the faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address W. M. Alexander, the Board of Christian Education, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar, School of Religion, Duke University, Durham, North Carolina.

# ROLL OF STUDENTS, SCHOOL OF RELIGION

# SENIOR CLASS

Acev. Archie Everette A.B., Randolph-Macon College, 1927. Ashley, George Norman A.B., Wake Forest College, 1928. Baker, Cecil Alexander A.B., Lambuth College, 1928. Barclift, Chancie DeShield A.B., Duke University, 1927. Bass, James Dallas Ph.B., Emory University, 1930. Bowles, Charles Phillips A.B., Duke University, 1928. Brown, Adrian Ernul A.B., Duke University, 1916. Brown, Cansau Delane A.B., Duke University, 1929. Brown, Robert Edgar A.B., Southwestern University, 1920.
Browning, Charles Hancher
A.B., Maryville College, 1927.
Carper, John Howard

A.B., Duke University, 1929. Carroll, James Elwood

A.B., High Point College, 1928. A.M., Duke University, 1930. Chalfant, Vernon Elmer

A.B., Millsaps College, 1926. Clark, Helen Dearmin A.B., Randolph-Macon Woman's College, 1928.

A.M., Duke University, 1930. Coleman, Thomas Rupert A.B., Duke University, 1928. A.M., Duke University, 1930. Crutchfield, Henry Ervin

A.B., Elon College, 1926. Cutter, Walter Airey A.B., Central College, 1928. A.M., Duke University, 1930.

Davis, Harvey Landis A.B., Duke University, 1921. Edwards, Earl Bowling

A.B., Duke University, 1928. Edwards, Moir Williamson A.B., Duke University, 1929. Grigg, Womble Quoy

A.B., Duke University, 1923. Harris, Loy Vernon

A.B., Duke University, 1924. Highfill, Thomas Guthrie

A.B., Moravian College, 1928. A.M., Duke University, 1930.

Chatham, Va.

Edenton, N. C.

Dver. Tenn.

Durant's Neck. N. C.

Pulaski, Tenn.

Guilford College, N. C.

Robersonville, N. C.

Traphill, N. C.

Durham, N. C.

Pikeville, Tenn.

Rowland, N. C.

Reidsville, N. C.

Augusta, Ark.

High Point, N. C.

Durham, N. C.

Henderson, N. C.

Baltimore, Md.

Wilmington, N. C.

Elk Park, N. C.

Guilford College, N. C.

Coleridge, N. C.

Elon College, N. C.

Farmer, N. C.

Hunt, Dwight R. Vinita, Okla, A.B., Southeastern State Teachers College, 1928 Jordan, Frank Booe Burlington, N. C. A.B., Duke University, 1927. Kale. William Arthur Asheville, N. C. A.B., Duke University, 1925. Keever, Homer Maxwell Southmont, N. C. A.B., Duke University, 1923. A.M., Duke University, 1930. Kincheloe, Marvin Smith Church Hill, Tenn. A.B., Emory and Henry College, 1925. Lefler, Bayne Wesley Cedar Falls, N. C. A.B., Asbury College, 1925. Mayo, Louis Allen Durham, N. C. A.B., Duke University, 1928. Minga, Taylor Herbert Nettleton, Miss. A.B., Birmingham-Southern College, 1928. Durham, N. C. Murphy, Hugh Edwin A.B., George Washington University, 1928. Nease, Edgar Harrison China Grove, N. C. A.B., Duke University, 1925. Pool, Bob Lem Lindale. Tex. A.B., Duke University, 1930. Rowland, John Lester Graham, N. C. A.B., Hendrix-Henderson College, 1926. Shuller, Edgar Ralph Ozark, Ark. A.B., Hendrix-Henderson College, 1925. Shumaker, Ralph Baxter A.B., Duke University, 1928. Salisbury, N. C. Thompson, Lacy Hunter Haw River, N. C. A.B., Asbury College, 1927. Waggoner, Albert Crews Eldorado, N. C. A.B., Duke University, 1927. Walton, Aubrey Gray Helena, Ark. A.B., Hendrix-Henderson College, 1928. Wilkinson, Jesse Giles Sherrill's Ford, N. C. A.B., Duke University, 1927. Yountz, James Ernest Southmont, N. C.

## MIDDLE CLASS

Fairmont, N. C. Andrews, Chester James A.B., Duke University, 1930. Atkinson, Samuel Marvin Mullins, S. C. A.B., Wofford College, 1929. Austin, Hugh Stewart Orlando, Fla. A.B., University of Florida, 1929. Barnwell, Roy James Asheboro, N. C. A.B., Duke University, 1929. Norwood, N. C. Barringer, Emma Blanche A.B., Duke University, 1922. Ruffin, N. C. Bennett, John Wesley A.B., Duke University, 1915. Braxton, Jabus Walter Henderson, N. C. A.B., High Point College, 1929. Carruth, John Robert Anthony, N. M. A.B., Emory and Henry College, 1929.

A.B., Duke University, 1929.

Clay, Charles Wesley

A.B. Duke University, 1929.

Cooke, Paul

A.B., Birmingham-Southern College, 1926.

Council, Raymond Ward

A.B., Lambuth College, 1929.

Dimmette, Joel Walter

A.B., Duke University, 1928. Dutton, William Clarke

A.B., Emory and Henry College, 1923. George, LeRoy Brunson

A.B., Wofford College, 1929. Grisham, Roy Arnold

A.B., Millsaps College, 1928. Harbin, Andrew Vandiver, Jr.

A.B., Wofford College, 1929. Hardin, Harvey McConnell

A.B., Southern College, 1929. Hathaway, Offie Lemuel

A.B., Duke University, 1930.

Hinson, Oded Isaiah

A.B., Duke University, 1908.

Hood, George Franklin

A.B., Duke University, 1928.

Jenkins, Theodore Roosevelt

A.B., Duke University, 1927. \*Needham, Eugene Warren

A.B., Duke University, 1931.

Overton, Ernest Golden

A.B., Duke University, 1925.

Pope, Liston

A.B., Duke University, 1929. Sanford, Marshall Stanfield

A.B., Lambuth College, 1929.

Sessoms, Louise Elizabeth

A.B., Duke University, 1926.

Shankle, Byron

A.B., Duke University, 1923. Sharp, Eron Malcolm

A.B., Millsaps College, 1927.

Sharpe, Ralph McDuffie

A.B., Wofford College, 1927. Singleton, George Harbin

A.B., Birmingham-Southern College, 1929. Stafford, Garland Reid

A.B., Emory and Henry College, 1925. Thompson, Arnold Chester

A.B., Taylor University, 1924.

Tilley, Lester Archie

A.B., Duke University, 1929.

Williams, Atticus Morris

B.S., North Carolina State College, 1921. Williams, Benjamin Truman

A.B., Hendrix-Henderson College, 1928.

Wilson, Raymond

A.B., Lambuth College, 1929. Wolverton, Wallace Irving

A.B., Park College, 1926.

Winston-Salem, N. C.

Cullman, Ala.

Union City, Tenn.

Swepsonville, N. C.

Cedar Springs, Va.

Independence, La.

Wheeler, Miss.

Mullins, S. C.

Lakeland, Fla.

Middlesex. N. C.

Durham, N. C.

Vale, N. C.

Durham, N. C.

Ruffin, N. C.

Burlington, N. C.

Thomasville, N. C.

Elbridge, Tenn.

Durham, N. C.

Durham, N. C.

Vernon, Tex.

Gilbert, S. C.

Birmingham, Ala.

Abingdon, Va.

Hillsboro, N. C.

Bynum, N. C.

Erwin, N. C.

Ozark, Ark.

Kerrville, Tenn.

Bristow, Okla.

<sup>\*</sup> The degree of Bachelor of Arts will be conferred in June, 1931.

# JUNIOR CLASS

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Barbee, Carl Webster	Bahama, N. C.
B.S., Wake Forest College, 1927. Barker, Thomas Ralph	Spencer, N. C.
A.B., Duke University, 1930.	
Barnwell, Myrtle Carver A.B., Duke University, 1930.	Asheboro, N. C.
Boggs, Clyde Stewart	Hazard, Ky.
A.B., Kentucky Wesleyan College, 1930. *Boone, Daniel Clifton	Suffolk, Va.
A.B., Elon College, 1931. *Bowman, Clarice Margaret	Mount Airy, N. C.
A.B., Duke University, 1931.	• ,
Brown, James Witt	Richmond, Va.
A.B., Randolph-Macon College, 1930. Dean, William Eunice	Hanceville, Ala.
A.B., Birmingham-Southern College, 1927. Denton, Ernest Sigler	Henderson, Ky.
A.B., Kentucky Wesleyan College, 1930.	
Derrick, Melvin Earle A.B., Wofford College, 1930.	Columbia, S. C.
*Donald, Samuel Everett	Clifton Forge, Va.
A.B., Lynchburg College, 1931. Duffie, George Summers	Saluda, S. C.
A.B., Wofford College, 1930.	·
Erwin, McKinley Gladstone A.B., Duke University, 1923.	Farmington, N. C.
Evans, Christine Stout	Durham, N. C.
A.B., Southern College, 1921. Evans, Garfield	Durham, N. C.
A.B., Southern College, 1911.	•
Faulk, Roland William A.B., Centenary College, 1930.	Gilbert, La.
Finch, Mary Douglas	Chase City, Va.
B.S., Virginia State Teachers College, 1922. A.M., Scarritt College, 1925.	
Foster, George Adair	De Funiak Springs, Fla.
A.B., University of Florida, 1930. Giessen, Charles Henry	England, Ark.
A.B., Hendrix-Henderson College, 1930. Goldston, Cleo Wade	Goldston, N. C.
A.B., University of North Carolina, 1930.	
Groce, William Harold A.B., Duke University, 1930.	Salisbury, N. C.
Hastings, Comer Henry	Memphis, Tenn.
A.B., Lambuth College, 1930. Hedden, Forrest Dearborn	Tampa, Fla.
A.B., Southern College, 1930.	
Holt, Doctor Dillon A.B., Duke University, 1927.	Albemarle, N. C.
Holt, Kenneth Gordon	Burlington, N. C.
A.B., High Point College, 1930. Huckabee, Susan Bedell	Durham, N. C.
B.S., New York University, 1930.	,
Huckabee, Weyman Carlisle A.B., Duke University, 1926.	Durham, N. C.
A.D., Duke University, 1920.	

<sup>\*</sup> The degree of Bachelor of Arts will be conferred in June, 1931.

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A.B., Duke University, 1930.

A.B., Emory and Henry College, 1930.

# James, Feltham Syreen

A.B., Wofford College, 1928.

# Johnson, John Walter

A.B., Duke University, 1930. Kipka, Edward Eugene

A.B., Elon College, 1930. Lanier, Walter Lee

A.B., Duke University, 1930. Larkin, Leon Crawford

A.B., Duke University, 1917.

Lineberger, James Worth
A.B., Wofford College, 1929.

# Lowell, Stanley

A.B., Asbury College, 1930.

# Lov. William McKinley

A.B., High Point College, 1927. Maness, Madison Ward

A.B., Duke University, 1928.

# Pearce, Hubert Edward, Ir.

A.B., Hendrix-Henderson College, 1930,

# Prentis, Robert Brown

A.B., Kentucky-Wesleyan College, 1930.

# Regan, James Robert

A.B., Duke University, 1928. Robbins, Cecil Wayne

A.B., Birmingham-Southern College, 1930. Root, Paul Adelbert

A.B., Asbury College, 1930.

# Russell, Harrel McTeer

A.B., Emory and Henry College, 1927. Shinn, Fred Harris

A.B., Duke University, 1930. Smith, Charles Moody

A.B., Duke University, 1930. Starnes, Shirley Judge A.B., Duke University, 1929. Steele, Eva Belle

B.S., Peabody College, 1928.

# Still, Joseph Ragsdale

A.B., Emory and Henry College, 1930.

# Tew, William Alton

A.B., Guilford College, 1930.

# Thrift, Charles Tinsley, Jr. A.B., Duke University, 1930. Trammell, James Fletcher

A.B., Southwestern University, 1930.

Turner, Clarence Ambrose, Jr. A.B., William and Mary College, 1930. Tuttle, Lee Foy

A.B., Duke University, 1927.

# \*Vale, Charles Edward

A.B., Duke University, 1931.

Durham, N. C.

# Sumter, S. C.

Greenville, S. C.

Mooresville, N. C.

# Norwood, N. C.

Durham, N. C.

Rock Hill, S. C.

Hastings, Minn.

Mebane, N. C.

Rowland, N. C.

Clarendon, Ark.

Owensboro, Kv.

Elizabethtown, N. C.

Shannon, Miss.

Seattle, Wash.

Lenoir City, Tenn.

Concord. N. C.

Charlotte, N. C.

Yanceyville, N. C.

Catlett. Va.

Knoxville, Tenn.

Goldsboro, N. C.

Durham, N. C.

Ireland, Texas

Princeton, N. C.

High Point, N. C.

Hillsboro, N. C.

Jackson, Fynes Berty

Asheville, N. C.

<sup>\*</sup> The degree of Bachelor of Arts will be conferred in June, 1931.

Washam, Conrad Cline Davidson, N. C. A.B., Duke University, 1930. Whitehead, Talton Johnson A.B., High Point College, 1930. Snow Camp, N. C. Whitsett, Daniel Cleveland Mobile, Ala. A.B., Birmingham-Southern College, 1930. Wicker, Walton Crump Elon College, N. C. A.B., University of North Carolina, 1916. A.M., Columbia University, 1920. Williamowsky, Chaim Durham, N. C. A.B., Jewish Rabbinical Seminary. Wright, Esther Savre Lexington, Va. A.B., Duke University, 1930, Young, James Dovne Lonoke, Ark. A.B., Lambuth College, 1930.

# SPECIAL

House, Robert Lee

A.B., Duke University, 1928.
B.D., Duke University, 1930.

Stewart, Stephen Alexander

A.B., Duke University, 1900.
B.D., Yale University, 1906.
A. M., University of Chicago, 1915.

# JUNALUSKA SCHOOL OF RELIGION

GRADUATE STUDENTS Acey, Archie Everette Chatham, Va. A.B., Randolph-Macon College, 1927. Allen, Robert James Greelevville, S. C. B.S., Citadel College, 1925. Baker, Clem Noble Little Rock, Ark. A.B., Ouachita College, 1905. Edwards, Moir Williamson Guilford College, N. C. A.B., Duke University, 1929. Holtzclaw, Hazel Eugenia Roseland, Fla. A.B., Florida State College for Women, 1928. Durham, N. C. Jenkins, Theodore Roosevelt A.B., Duke University, 1927. Kale, William Arthur Gold Hill, N. C. A.B., Duke University, 1925. Lefler, Bayne Wesley Cedar Falls, N. C. A.B., Asbury College, 1925. McDonald, Marie Columbia, S. C. A.B., Columbia College, 1908. M.A., University of South Carolina, 1926. Miller, Frank Williams River, W. Va. A.B., Marshall College, 1927. Nease, Edgar Harrison China Grove, N. C. A.B., Duke University, 1925. Pope, Liston Thomasville, N. C. A.B., Duke University, 1929. Sanford, Glenn Freeman Conway, Ark. A.B., Hendrix-Henderson College, 1924.

Sloane, Bentley

A.B., Centenary College, 1927. Stillwell, Edgar Herman

B.S., Peabody College, 1919. Suddath, Frank Kenner

A.B., Emory and Henry College, 1917. M.A., Columbia University, 1924.

Tuttle, Mark Quarles

A.B., Duke University, 1923.

Walker, John Rutland

A.B., Wofford College, 1898. Winton, William Garnet

A.B., Roanoke College.

Little Rock, Ark.

Cullowhee, N. C.

Siena Blanca, Tex.

Cullowhee, N. C.

Tackson, Tenn.

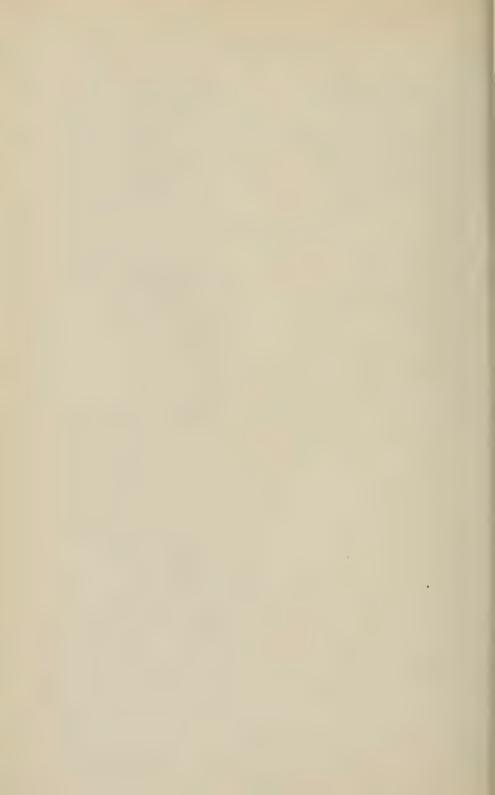
Westernport, Md.

# UNDERGRADUATE STUDENTS

Barrett, John Thurlow Beard, Clarence Leonard Brownlee, John Hubert George, Alexander Laughlin, Robert Mangum Lawrence, Daniel Charles Loy, Milton Manget, Jeanne Logan McLarty, Emmet Kennedy Milam, Rosannah Waters Needham, Antoinette Hauser Needham, Eugene Warren Phillips, Thomas Griffin Stiger, Milnor Kimble

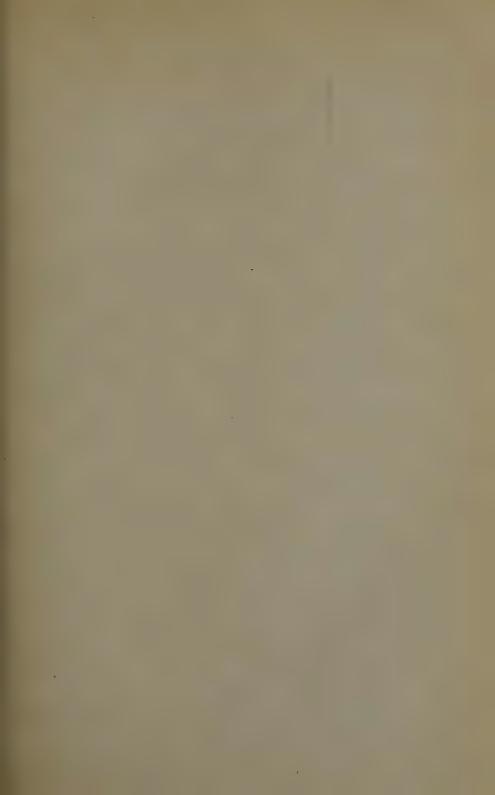
Sykes, Maybeth

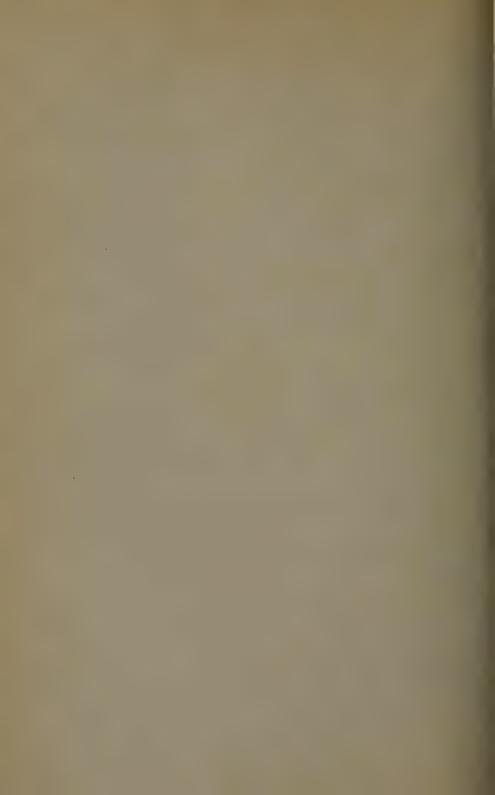
New Orleans, La. Cumberland, Md. Philadelphia, Pa. Shelby, N. C. Lexington, N. C. Sanford, N. C. Shelby, N. C. Macon, Ga. Charlotte, N. C. Cartersville, Ga. Pfafftown, N. C. Pfafftown, N. C. Cope, S. C. Williamsport, Pa. Rock Hill, S. C.











# BULLETIN

OF

# DUKE UNIVERSITY

Vol. 3

MAY, 1931

No. 5

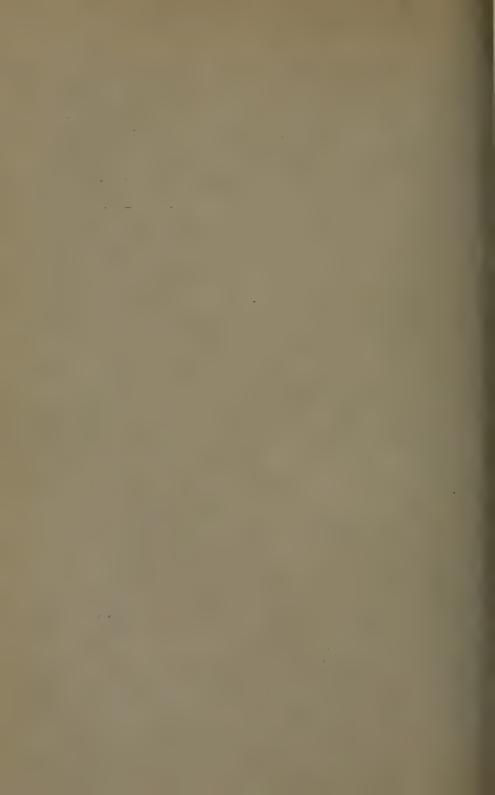
# SCHOOL OF LAW

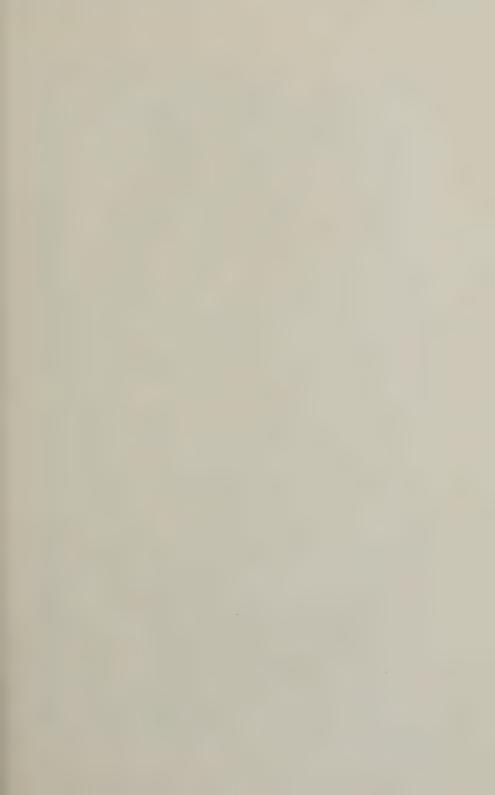


1931-32

PUBLISHED BY DUKE UNIVERSITY
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UNDER ACT OF AUGUST 24, 1912





THE LAW SCHOOL BUILDING (THE LIBRARY IS SHOWN AT THE LEFT)

# BULLETIN OF DUKE UNIVERSITY

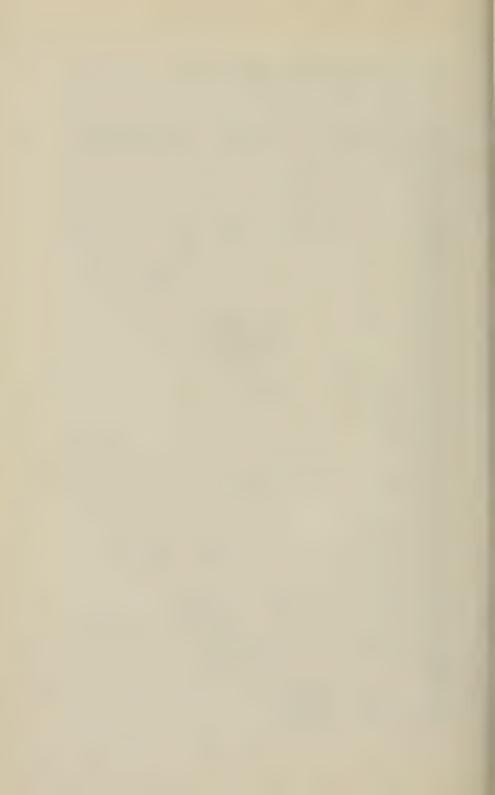
SCHOOL OF LAW



1931-32

MEMBER OF THE ASSOCIATION OF AMERICAN LAW SCHOOLS
APPROVED BY THE AMERICAN BAR ASSOCIATION

DURHAM, NORTH CAROLINA 1931



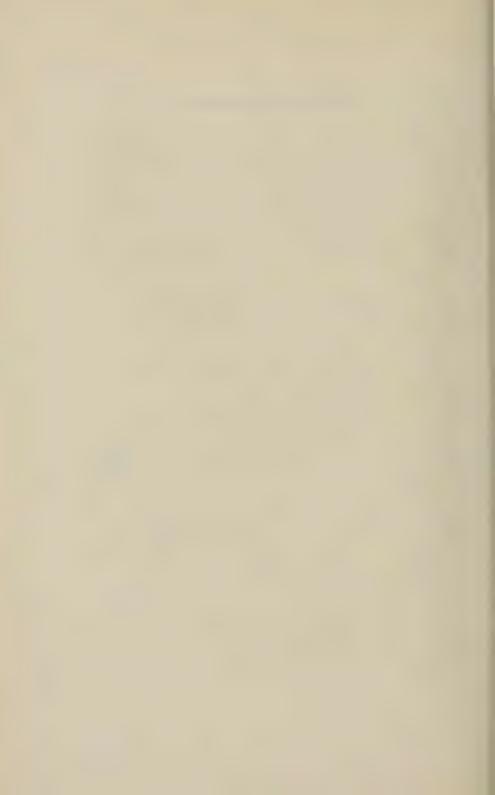
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Legal Clinic
Student Organizations
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SCHEDULE OF HOUSE



# UNIVERSITY CALENDAR

1931		
Sept.	12.	Saturday, 4 P.M.—First regular faculty meeting of the academic year.
Sept.	15.	Tuesday—Formal opening of Law School Registration of students.
Nov.	11.	Wednesday—Armistice Day—Part holiday—Public exercises.
Nov.	26.	Thursday—Thanksgiving Day—A holiday.
Dec.		Friday-Duke University Day-Not a holiday.
Dec.	22.	Tuesday, 1 P.M.—Christmas recess begins.
1932		
Jan.	5.	Tuesday, 8:30 A.M.—Instruction is resumed.
Jan.	20.	Wednesday-Mid-year examinations begin.
Jan.	30.	Saturday—Last day for matriculation for second semester.
Feb.	1.	Monday—Second semester begins.
Feb.	22.	Monday—A holiday—Civic celebration in honor of Washington's birthday.
Mar.	24.	Thursday, 4 p.m.—Easter recess begins.
Mar.	29.	Tuesday, 8:30 A.M.—Instruction is resumed.
May	26.	Thursday—Final examinations begin.
June	5.	Sunday—President's address to graduating class.
June	6.	Monday-Annual meeting of the Board of Trustees.
June	6.	Monday—Annual meeting of the Alumni and Alumnae Councils.
June	6.	Monday evening-Graduating orations.
June	7.	Tuesday morning-Commencement sermon.
June	7.	Tuesday—Alumni Day—Class Reunions.  Afternoon—Alumni Address—meeting of the Alumni Association.  Afternoon—Alumnae Address—meeting of the Alumnae Association.
June	7.	Tuesday evening—Reception in honor of the graduating class.
June	8.	Wednesday morning—Commencement address; graduating exercises.
June	8.	Wednesday afternoon at sunset—Lowering of the Flag by the graduating class.



# THE SCHOOL OF LAW

# FACULTY

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D., Litt.D.

PRESIDENT OF THE UNIVERSITY.

# JUSTIN MILLER, A.B., LL.B., J.D.

DEAN AND PROFESSOR OF LAW.

A.B. 1911, Stanford University; LL.B. 1913, University of Montana; J.D. 1914, Stanford University; Asst. Instr. in Law, University of Montana, 1912-13; general practice, 1914-21; Dist. Atty. King's County, Calif. 1915-18; Atty. for Calif. State Comm. of Immigration and Housing, 1919-21; Lecturer, University of California, summer 1920; Professor of Law, University of Oregon, 1921-23; University of Minnesota, 1923-26; Stanford University, summer 1926; University of California, 1926-27; Dean, School of Law, University of Southern California, 1927-30; Visiting Professor of Law, Columbia University, summer 1929; Dean and Professor of Law, School of Law, Duke University, since 1930.

# BRYAN BOLICH, A.B., B.A., M.A., B.C.L.

# PROFESSOR OF LAW.

A.B. 1917, Duke University; Duke University Law School 1919-1921; B.A. 1923, Oxford University; B.C.L. 1924, Oxford University; M.A. 1927, Oxford University; general practice, 1924-27; Professor of Law, Duke University, since 1927.

# JOHN S. BRADWAY, A.B., A.M., LL.B.

# PROFESSOR OF LAW AND DIRECTOR OF THE LEGAL CLINIC.

A.B. 1911, Haverford College; A.M. 1915, Haverford College; LL.B. 1914, University of Pennsylvania; general practice, 1914-29; Legal Aid Society of Philadelphia, 1914-20; Chief Counsel Philadelphia Legal Aid Bureau, 1920-29; Professor of Law and Director of Legal Clinic, University of Southern California, 1929-31; Professor of Law and Director of the Legal Clinic, Duke University, from 1931.

# THADDEUS DILLIARD BRYSON

## PROFESSOR OF LAW.

Emory and Henry College, 1889-90; University of North Carolina, 1891-95; finished Law School, University of North Carolina, 1895; general practice, 1895-1918; Solicitor, 20th Judicial District, North Carolina, 1908-1916; Judge, Superior Court, North Carolina, 1918-26; general practice, 1926-27; Professor of Law, Duke University, since 1927.

# DAVID F. CAVERS, B.S., LL.B.

# ASSISTANT PROFESSOR OF LAW.

B.S. 1923, University of Pennsylvania; LL.B., 1926, Harvard University; general practice, 1926-29; Instructor in Law, Harvard University, 1929-30; Assistant Professor of Law, West Virginia University, 1930-31; Assistant Professor of Law, Duke University, from 1931.

# ALEXANDER H. FREY, A.B., M.A., LL.B., J.S.D.

# VISITING PROFESSOR OF LAW.

A.B. 1919, Yale University; M.A. 1920, Columbia University; LL.B. 1921, Yale University; J.S.D. 1925, Yale University; University of Oxford, 1921-23; general practice, 1923-24, 1925-26; Assistant Professor of Law, Yale University, 1926-30; Visiting Professor, Columbia University, summer 1929; Fellowship, Social Science Research Council, 1928-29; Visiting Professor of Law, University of Pennsylvania, 1930-31; Visiting Professor of Law, Duke University, from 1931.

# LON L. FULLER, A.B., I.D.

PROFESSOR OF LAW.

A.B. 1924, Stanford University; J.D. 1926, Stanford University; Assistant Professor of Law, University of Oregon, 1926; Associate Professor of Law, University of Oregon, 1927-28; Associate Professor of Law, University of Illinois, 1928-30; University of Chicago, summer 1930; Professor of Law, University of Illinois, 1930-31; Professor of Law, Duke University, from 1931.

# H. CLAUDE HORACK, Ph.B., LL.B.

PROFESSOR OF LAW.

Ph.B. 1899, State University of Iowa; LL.B. 1900, State University of Iowa; LL.B. 1904, Harvard University; Assistant Professor of Law, University of Wisconsin, 1904-07; Professor of Law, State University of Iowa, 1907-1930; Professor of Law, University of Southern California, summer 1931; Professor of Law, Duke University, since 1930.

# DOUGLAS BLOUNT MAGGS, A.B., I.D., S.I.D.

PROFESSOR OF LAW.

A.B. 1922, University of California; J.D. 1924, University of California; S.J.D. 1926, Harvard University; general practice, 1924-25; Assistant Professor of Law, University of California, 1926-27; Professor of Law, University of Southern California, 1927-30; Visiting Professor, Columbia University, 1928-29; University of California, summer 1927; Cornell University, summer 1928; University of Chicago, summer 1929; Professor of Law, Duke University, since 1930.

# MALCOLM McDERMOTT, A.B., LL.B.

Professor of Law.

A.B. 1910, Princeton University; LL.B. 1913, Harvard University; general practice 1913-1930; Dean, College of Law, University of Tennessee, 1920-30; Professor of Law, Duke University, since 1930.

# GEORGE EDWARD OSBORNE, A.B., LL.B., S.I.D.

VISITING PROFESSOR OF LAW.

A.B. 1916, University of California; LL.B. 1919, Harvard University School of Law; S.J.D. 1920, Harvard University School of Law; Practice, Boston Legal Aid Society, summer 1917; Assistant Professor of Law, West Virginia University, 1920-21; Acting Assistant Professor of Law, Stanford University, summer 1921; Assistant Professor of Law, University of Minnesota, 1921-23; Columbia University, summer 1923; Professor of Law, Stanford University, 1923-31; Visiting Professor of Law, Duke University, from 1931.

# MARY S. COVINGTON, A.B., LL.B.

RESEARCH LIBRARIAN.

A.B. 1905, Shorter College; LL.B. 1922, George Washington University; general practice, 1924-30; Research Librarian, Duke University, since 1930.

# GORDON E. DEAN, A.B., J.D.

ASSISTANT TO THE DEAN.

A.B. 1927, University of Redlands; J.D. 1930, University of Southern California; Assistant to the Dean of the School of Law, Duke University, since 1930.

# WILLIAM R. ROALFE, LL.B.

LAW LIBRARIAN.

LL.B. 1922, University of Southern California; general practice, 1923-25; Law Librarian, University of Southern California, 1927-1930; Law Librarian, Duke University, since 1930.

# MARSHALL TURNER SPEARS, A.B., A.M.

LECTURER IN LAW.

A.B. 1913, University of North Carolina; A.M. 1914, University of North Carolina; studied law, University of North Carolina, 1913-15; general practice, since 1915; Assistant Professor of Law, Duke University, 1927-1930; Lecturer in Law, since 1930.

# THE SCHOOL OF LAW

# HISTORY AND ORGANIZATION

The School of Law was founded in the summer of 1904 upon an endowment established by Messrs. James B. Duke and Benjamin N. Duke. It aims to prepare students for the profession of the law in the several states: to develop in them a lively sense of honor and justice, and to fit them in moral character for the duties which belong to this profession. following is an excerpt from the indenture and deed of trust establishing the Duke Endowment: "I have selected Duke University as one of the principal objects of this trust, because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees and faculty men of such outstanding character, ability and vision as will assure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind. . . ."

# METHOD OF INSTRUCTION

The Law School offers such courses in its curriculum as will provide an adequate preparation for the practice of law in any state, and also, through its facilities for specialized study and research affords training for those looking to the teaching of law as a profession. The case method of study is used in all courses excepting those which may be best conducted by seminar or other methods, especially where the reference to non-case material is advantageous. The course of study for the first year is required, as are certain second and third-year courses which are specified in the following pages. Legal research is

an adjunct to many of the undergraduate courses, and is extensively pursued in graduate studies.

# LAW SCHOOL BUILDING

The law building, like all the other structures on the main campus of Duke University, is in Tudor Gothic style of colorful Cambrian stone from the Duke University quarries. Especially designed to house the Duke University School of Law, it was occupied for the first time in September 1930. This building is planned to take care of all of the various activities in the modern school of law. In it are five large class rooms, each with a seating capacity of approximately two hundred, five class rooms with a seating capacity varying from fifty to seventy-five each, seminar rooms, offices for the faculty and staff, quarters for a Legal Aid Clinic, a court room equipped for both superior and supreme court sessions, a library reading room, and stack-room space.

# THE LAW LIBRARY

The Law Library contains a collection of more than thirty thousand volumes, consisting of American and English statutory and case law; all of the leading statutes, treatises, standard digests, encyclopedias; the various selected case series, and a strong collection of legal periodicals. Every legal periodical of general interest printed in the English language is on the subscription list. There are several thousand additional volumes of a legal nature in the main library building, immediately adjoining the Law School, as well as the general collection of two hundred thousand volumes, which includes government documents, works on economics, political science and the other social sciences, to all of which the law students and the faculty have convenient access. The Law Library collection has been more than doubled during the past year, and the present rate of increase will be continued.

# ADMISSION OF STUDENTS

No student will be admitted to the study of law who has not completed, with class standing satisfactory to the faculty, work equivalent to three-fourths of that acceptable for a Bachelor's degree in the undergraduate department of Duke University, or of some other college or university of approved standing. Such work must have been completed with an average grade of not less than five per cent higher than the passing grade of the institution from which credits are offered, or a "C" average if the applicant presents credits from an institution recognizing "D" as a passing grade.

# ADMISSION TO ADVANCED STANDING

Any person who had complied with the requirements of the preceding paragraph prior to the commencement of his law study, who shall present evidence of the satisfactory completion of any part of the curriculum of the law school at any approved law school maintaining courses of instruction of at least thirty-two weeks for the academic year, and who is eligible for readmission to the law school from which he proposes to transfer, may be admitted to advanced standing, and given provisional credit for courses so completed, final credit for such work to be conditioned on the satisfactory completion of courses carried at the Duke University School of Law.

#### DIRECTIONS TO ENTERING STUDENTS

Whenever possible the applicant is required to have a personal interview with a representative of the University. In all cases where a personal interview is not practicable, letters from public officials, school officials, or other responsible persons, certifying to the applicant's moral character, capacity for leadership, and his probable success in the study and practice of law, are required. Each applicant for regular or advanced standing is required to accompany his application with a recently-made personal photograph, and to have submitted from the recording official of the institution from which he offers credit a complete transcript of his record and a statement of honorable dismissal. Applications should be made on the prescribed Law School application blank. These blanks will be sent upon request.

#### DEGREE

The successful completion of three years' study of law, the last year of which must have been in residence at Duke University, together with a favorable recommendation of the faculty, is required for the degree of Bachelor of Laws.

# ADMISSION TO CANDIDACY FOR A GRADUATE DEGREE

Graduate students must have completed at least three years of college work before having begun the study of law. They must have received the first degree in law from a law school qualified for membership in the Association of American Law Schools. Work done for such degrees must have been of high quality. In exceptional cases an applicant who does not meet all of these requirements may show that he is qualified, as by reason of practice or teaching.

The degree of Master of Laws (LL.M.) will be granted, after one year of residence as a graduate student, upon the satisfactory completion of a course of study, to be approved by the faculty, which may include undergraduate law courses and courses in other departments of the University as well as graduate law courses and research work.

The degree of Doctor of Juridical Science (S.J.D.) is given to those who demonstrate their fitness in legal research and writing by the preparation of a thesis considered by the faculty as suitable for publication. Such thesis shall be prepared during a period of not less than a year following the awarding of the Master's degree.

Graduate research work in particular subjects may be undertaken with permission of the faculty and under the supervision of appropriate instructors, upon the completion of which from one to six semester-units credit may be awarded.

Applications for admission to graduate study should be addressed to the Dean of the Law School and should include transcripts of records of legal and pre-legal work.

# MATRICULATION, REGISTRATION, AND ENROLLMENT

On the day of registration, September 15, 1931, the applicant must receive from the Dean of the Law School an admission card, indicating that he is entitled to register. Registration is conducted in the law building. All students, both old and new, are required to register at the beginning of each semester. Registration consists of filling out registration cards and class

schedule cards. Class schedule cards or course cards must be approved by the Assistant to the Dean and presented to the Treasurer at the time that tuition and registration fees are paid. A receipt from the Treasurer presented to the Assistant to the Dean completes matriculation.

# FEES AND EXPENSES

Tuition and registration fees are due at the beginning of each semester. The matriculation fee is twenty-five dollars a semester. The tuition fee is one hundred dollars a semester. A damage fee of one dollar a year is collected at the beginning of the first semester and a medical fee of two dollars per semester at the beginning of each semester. The graduation fee payable by all students to whom a degree is awarded is ten dollars. All fees are payable to the Treasurer of the University. Board may be secured at approximately twenty-five dollars per month at the Union. Furnished rooms may be secured in the dormitories of the University, the rate being from \$30.00 to \$62.50 per semester. This price includes light, heat, water, and janitor service. The cost of law books will average approximately twenty-five dollars each semester.

### **SCHOLARSHIPS**

A limited number of scholarships covering tuition and matriculation fees (approximately \$250.00) are available for graduates of approved American universities and colleges, who are in need of such assistance. Applicants for these scholarships must have made excellent records in their college work and must show unusual promise of success in the study of law.

These scholarships are awarded on a competitive basis, and applications therefor should be presented before the first of August to the Dean of the Law School, together with a transcript of college work and letters of recommendation from responsible school or other public officials, certifying to the character and fitness of the applicant.

# CONDUCT OF STUDENTS

The University expects of its students loyal and hearty cooperation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

# LEGAL CLINIC

Commencing September, 1931, the Law School will conduct a legal aid clinic. The clinic will be housed in the law building in quarters especially designed for such work as the clinic will carry on. The legal aid work will be a part of the regular curriculum of the third year and required of all third-year students.

# STUDENT ORGANIZATIONS

In the spring of 1931 the students in the School of Law organized a Duke Bar Association composed of all the students of the Law School. The Association operates under a constitution and by-laws which provide for officers at large and representatives of the three classes. Sections patterned after those existing in local, state, and national bar associations were created and are headed by section chairmen. The sections deal with law school affairs, courts and judicial officers, civil law and procedure, legal publications, constitutional amendments, legal aid, and other subjects.

The newly-inaugurated form of student government affords a knowledge of the purpose, function, and procedure of bar associations generally, and provides an immediate step leading to participation in bar association work after the student is graduated.

The Mordecai Law Society, of which all students of the Law School are participating members, was established in 1927 in memory of the late Dean Samuel Fox Mordecai.

Chapters of several of the principal legal fraternities have been established in the Law School.

Application blanks will be sent upon receipt of request addressed to:

THE DEAN OF THE LAW SCHOOL,

Duke University,

Durham, North Carolina.

# PROGRAM OF INSTRUCTION

# REQUIRED COURSES

All of the first-year program, comprising thirteen units each semester, twenty-six units for the full year, is required, including the course in Legal Bibliography for which no credit is given. Criminal Law, which will not be offered during 1931-32, is a required course and will be given after 1931-32 as a regular second-year course. Current Decisions is a required course as are the courses in Legal Clinic and Legal Ethics.

#### FIRST YEAR

Actions and Legal History. BOLICH. Three hours a week in the first half year. Cook and Hinton, Cases on Common Law Pleading, and selected materials.

Business Associations I. Frey. Two hours a week. Douglas and Shanks, Cases and Materials on the Law of Management of Business Units; Hatfield, Accounting; mimeographed materials.

Contracts I. (Including Legal Methods). Fuller. Three hours a week. Williston, Cases on Contracts (third edition).

Equity I. HORACK. Two hours a week in the second half year. Case-book to be announced.

**Property I.** (Personal Property). OSBORNE. Two hours a week in the first half year. Warren, Cases on Property.

Property II. (Introduction to Real Property). CAVERS. Three hours a week in the second half year. Casebook to be announced.

Torts. Maggs. Three hours a week. Bohlen, Cases on Torts (third edition).

Legal Bibliography. ROALFE. Lectures at the beginning of each semester. Required. No credit.

### SECOND YEAR

Administration of Criminal Justice. MILLER. Two hours a week. Selected materials. After 1931-32 this course will be given as a regular third-year course and the course in Criminal Law will be given as a regular second-year course, required.

Bills and Notes. Bolich. Two hours a week in the second half year. Selected cases.

Business Associations II. (Partnerships). FREY. Two hours a week in the second half year. Crane and Magruder, Cases on Partnerships. Shorter selection.

Constitutional Law. Maggs. Two hours a week the first half year. Three hours a week the second half year. McGovney, Cases on Constitutional Lazv

Contracts II. Fuller. Three hours a week the first half year. Williston, Cases on Contracts (second edition), and volume 3 of Cook, Cases on Equity (3 volume edition).

Current Decisions. CAVERS AND MAGGS. One hour a week (in three sections). Required,

Equity I & II. HORACK. Three hours a week the first half year. Casebook to be announced. After 1931-32 a course entitled Equity II will be given in place of the combined course of Equity I & II, and the course in Equity I, as during 1931-32, will be given in the first year.

Equity III. HORACK. Two hours a week the second half year. Casebook to be announced.

Pleading. Bryson. Two hours a week. Hinton, Cases on Code Pleading.

Property III. (Wills). CAVERS. Three hours a week the first half year. Casebook to be announced.

**Property IV.** (Conveyancing). CAVERS. Four hours a week the second half year. Casebook to be announced. Property III is not a prerequisite for this course.

Sales. McDermott. Two hours a week the first half year. Williston, Cases on Sales.

Trusts. HORACK. Two hours a week.

### THIRD YEAR

Business Associations III. (Corporations). FREY. Four hours a week the first half year. Richards, Cases on Private Corporations (second edition); mimeographed materials. Business Associations I or II are not prerequisites for this course.

Business Associations IV. (Corporation Problems). FREY. Two hours a week the second half year. Selected materials.

Conflict of Laws. Osborne. Two hours a week. Casebook to be announced.

Creditors' Rights. Osborne. Three hours a week the second half year. Casebook to be announced.

Criminal Procedure. BRYSON. Two hours a week the first half year. Mikell, Cases on Criminal Procedure.

Evidence. Spears. Two hours a week. Hinton, Cases on Evidence.

Family Law. Spears. Two hours a week the first half year. Mc-Curdy, Cases on Domestic Relations.

Family Law Seminar. Spears. Two hours a week the second half year.

Insurance. Fuller. Two hours a week the second half year. Case-book to be announced.

Jurisprudence. Bolich. Two hours a week the second half year. Selected materials.

Legal Clinic. Bradway. Two hours a week. Three sections. Required. Bradway, Legal Clinic Handbook.

Legal Ethics. BRYSON. One hour a week the second half year. Required. Costigan, Cases on Legal Ethics.

Legal History. Bolich. Selected materials.

Legislation. McDermott. Two hours a week the first half year.

Legislative Research. McDermott. Two hours a week the second half year.

Municipal Corporations. McDermott. Two hours a week the first half year. Beale, Cases on Municipal Corporations; selected materials.

Municipal Corporations Seminar. McDermott. Two hours a week the second half year.

Practice. Bryson. Two hours a week. Selected materials.

Roman Law. Bolich. Three hours a week the first half year. Selected materials.

Security. Osborne. Three hours a week the first half year. Two hours a week the second half year. Casebook to be announced.

# SCHEDULE OF HOURS, 1931-32

# FIRST SEMESTER

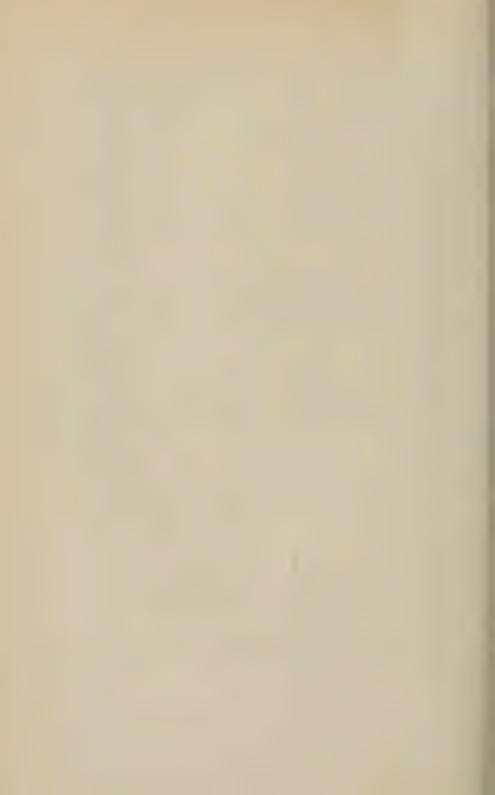
SATURDAY	Contracts Evidence Roman Law Legal Clinic	Current Decisions Legal Clinic	Contracts II Municipal Corporations	Property III Legal Clinic
FRIDAY	Torts Current Decisions Practice	Equity I and II Practice (Laboratory)	Actions and Legal History Constitutional Law Practice (Laboratory)	Practice (Laboratory)
THURSDAY	Contracts Trusts Evidence Legal Clinic	Legal Bibliography Administration of Criminal Justice Business Associations III	Business Associations I Contracts II Conflict of Laws Municipal Corporations	Pleading Security Roman Law
WEDNESDAY	Torts Sales Criminal Procedure Family Law	Property I Equity I and II Business Associations III	Actions and Legal History Constitutional Law Security	Property III Legislation
TUESDAY	Contracts Trusts Legal Clinic	Legal Bibliography Administration of Criminal Justice Business Associations III	Business Associations I Confracts II Conflict of Laws Legal Clinic	Pleading Security Roman Law
MONDAY	Torts Sales Criminal Procedure Family Law	Property I Equity I and II Business Associations III	Actions and Legal History Current Decisions Practice	Property III Legislation
HOURS	8:40 to 9:30	9:40 to 10:30	10:40 to 11:30	12:10 to 1 P.M.

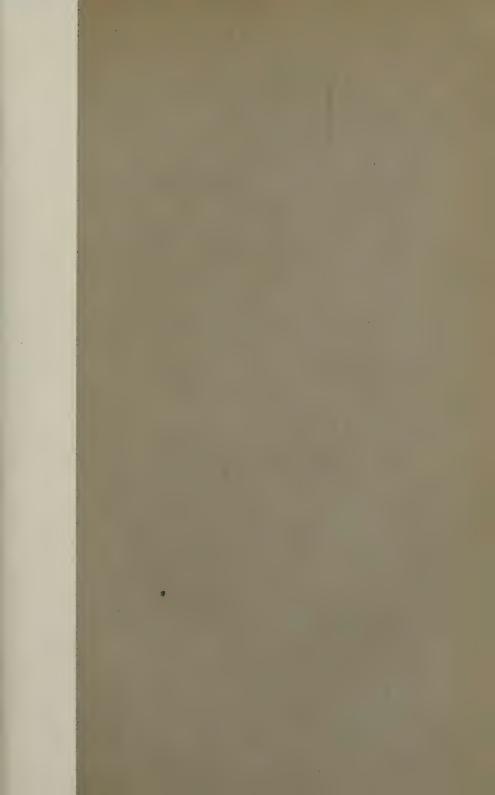
Laboratory and Seminar Work in Current Decisions, Practice, Legislation, and Legal Clinic to be scheduled. Special sessions of classes may be scheduled during afternoon hours at the pleasure of the instructor.

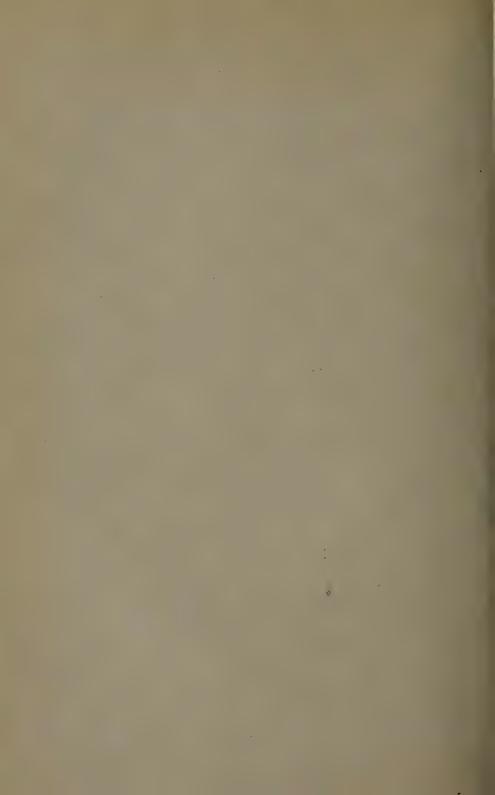
Afternoon

# SECOND SEMESTER

SATURDAY	Property II Business Associations II Evidence Legal History	Legal Clinie	Current Decisions Legal Clinic	Legal Ethics	duled.
FRIDAY	Torts Business Associations II Practice	Property IV Practice (Laboratory)	Contracts Equity III Practice (Laboratory)	Constitutional Law Practice (Laboratory	Laboratory and Seminar Work in Current Decisions, Practice, Legislation, and Legal Clinic to be scheduled Special sessions of classes may be scheduled during afternoon hours at the pleasure of the instructor.
THURSDAY	Property II Trusts Evidence Legal History	Legal Bibliography Property IV Insurance Legislative Research	Business Associations I Equity III Legal Clinic	Equity I Pleading Security Jurisprudence	e, Legislation, and L hours at the pleasu
WEDNESDAY	Torts Administration of Crinimal Justice Family Law Seminar	Current Decisions Creditors' Right Legal Clinic	Contracts Bills and Notes Conflict of Laws Municipal Corporations Seminar	Constitutional Law Business Associations IV	nt Decisions, Practic
TUESDAY	Property II Trusts Legal Clinic Insurance	Legal Bibliography Property IV Legislative Research Creditors' Rights	Business Associations I Current Decisions Practice	Equity I Pleading Security Jurisprudence	Laboratory and Seminar Work in Current Decisions, Practice, Legislation, and Legal Clinic to be so Special sessions of classes may be scheduled during afternoon hours at the pleasure of the instructor
MONDAY	Torts Administration of Criminal Justice Family Law Seminar	Property IV Creditors' Rights Legal Clinic	Contracts Bills and Notes Conflict of Laws Municipal Corporations Seminar	Constitutional Law Business Associations IV	
HOURS	8:40 to 9:30	9:40 to 10:30	10:40 to 11:30	12:10 to 1 P.M.	Afternoon Sessions







# BULLETIN

OF

# **DUKE UNIVERSITY**

Vol. 3

MAY, 1931

No. 5

# THE GRADUATE SCHOOL OF ARTS AND SCIENCES



# 1930-1931 ANNOUNCEMENTS FOR 1931-1932

PUBLISHED BY DUKE UNIVERSITY
IN JANUARY, FEBRUARY, MARCH, MAY AND JUNE
ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.
UNDER THE ACT OF AUGUST 24, 1912



# BULLETIN OF DUKE UNIVERSITY

# THE GRADUATE SCHOOL OF ARTS AND SCIENCES



1930-1931 ANNOUNCEMENTS FOR 1931-1932

> DURHAM, NORTH CAROLINA 1931



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# UNIVERSITY CALENDAR

1931		
	11	Thursday—Registration of students for Summer
June	11.	School, first term.
June	12.	Friday-Instruction begins for Summer School, first
- 4		term.
July	4.	Saturday—Independence Day—A holiday.
July	21-22.	Tuesday, Wednesday—Final Examinations for Summer School, first term.
July	23.	
, ,		second term.
Aug.	29, 31.	Saturday, Monday-Final Examinations for Sum-
		mer School, second term.
Sept.	12.	Saturday, 4 P.M.—First regular faculty meeting of
		the academic year.
Sept.	16.	Wednesday—Formal opening of college.
		Registration of matriculated students.
Sept.	17.	Thursday-Instruction for sophomores, juniors, and
C . 17	10 10	seniors begins.
Sept. 17,	18, 19.	Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M., Friday,
		9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students.
Nov.	27	French examinations for candidates for graduate
1404.	2-1.	degrees.
Nov.	11	Wednesday—Armistice Day—Part holiday—Public
1107.	11.	exercises.
Nov.	9-14.	German examinations for candidates for graduate
2,0,,	, , , , ,	degrees,
Nov.	26.	Thursday—Thanksgiving Day—A holiday.
Dec.	11.	Friday—Duke University Day—Not a holiday.
Dec.	22.	Tuesday, 1 p.m.—Christmas recess begins.
1932		
Jan.	5.	Tuesday, 8:30 A.M.—Instruction is resumed.
Jan.	20.	Wednesday—Mid-year examinations begin.
Jan.	30.	Saturday—Last day for matriculation for second semester.
Feb.	1.	Monday—Second semester begins.
Feb.	22.	Monday—A holiday—Civic celebration in honor of
2 00.		Washington's birthday.
Mar.	7-12.	French examinations for candidates for graduate
		degrees.
Mar.	14-19.	German examinations for candidates for graduate degrees,
Mar.	15.	
	20.	lowships, graduate assistantships, and graduate
		scholarships.
		-

# DUKE UNIVERSITY

Mar.	24. Thursday, 4 P.M.—Easter recess begins.
Mar.	29. Tuesday, 8:30 A.M.—Instruction is resumed.
May	2. Monday-Last day for submitting theses for degree
	of Doctor of Philosophy.
May	16. Monday—Last day for submitting theses for degrees
	of Master of Arts and Master of Education.
May	26. Thursday—Final examinations begin.
June	5. Sunday—President's address to graduating class.
June	6. Monday—Annual meeting of the Board of Trustees.
June	6. Monday—Annual meeting of the Alumni and Alum-
	nae Councils.
June	6. Monday evening—Graduating orations.
June	7. Tuesday morning—Commencement sermon.
June	7. Tuesday—Alumni Day—Class Reunions.
	Afternoon—Alumni Address—meeting of the
	Alumni Association.
	Afternoon—Alumnae Address—meeting of the
	Alumnae Association.
June	7. Tuesday evening—Reception in honor of the gradu-
	ating class.
June	8. Wednesday morning—Commencement address; gradu-
	ating exercises.
June	8. Wednesday afternoon at sunset—Lowering of the
	Flag by the graduating class.

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<sup>†</sup> For the second semester, 1930-1931. ‡ For the first semester, 1930-1931.

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<sup>\*</sup> On leave of absence, spring 1931.

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Hook, Marshall Ward A.B., Elon College; A.M., Un	Mathematics	208 House O	
Hooker, Charles Wright A.B., Duke University	Zoölogy	930 Markham Avenue	
Jackson, David Kelly, Jr. A.B., Duke University	English	106 House P	
Johnson, Howard Bradley B.S., University of Florida	Botany	Third Street	
*Jones, Bernard Huyette A.B., Duke University; A.M.,	History University of	315 Trinity Avenue North Carolina	
†Lark, Mary Jeannette A.B., Hendrix College	History	305 Bassett House	
Lowance, Franklin Elta B.S., Roanoke College	Physics	01 House O	
McCurdy, Harold Grier A.B., Duke University	Botany	210 House O	
MacFadyen, Elizabeth Ann A.B., Duke University	History	310 Bassett House	
Mann, Donald Ray A.B., University of Richmond	Zoölogy	900 Dacian Avenue	
Matthews, Joseph James A.B., Duke University	History	210 House P	
Pearson, John Herbert B.S., Brown University	Chemistry	1009 Green Street	
Peterson, Harold Fern A.B., Knox College; A.M., U	History Iniversity of Mi	209 House O	
Philson, Paul James B.S., Furman University	Botany	109 House O	
Priepke, Rudolf Julius August B.S., Elmhurst College; A.M	Chemistry ., Duke Univers	407 N. Gregson Street sity	
Richards, Jane Leighton A.B., Converse College	History	216 Bassett House	
Roberts, Lucien Emerson A.B., A.M., University of Ge	History orgia	204 House P	
Savage, Joe Allen A.B., Duke University	Economics	307 House O	
Stokes, Ruth Wyckliffe Mathematics 1511 Pettigrew Street A.B., Winthrop College; A.M., Vanderbilt University			
Tarbutton, Grady B.S., Millsaps College; M.S.,	Chemistry State University	1200 College Road ty of Iowa	

<sup>\*</sup> For first semester, 1930-1931. † For second semester, 1930-1931.

Zoölogy	2120 Elba Street			
English 1., Duke University	309 House P			
Economics ollege	06 House P			
	203 House P			
Economics College; M.Ed., I	922 Monmouth Ave. Ouke University			
Botany	812 Third Street			
Latin oming	108 Bassett House			
English efferson College	208 House O			
GRADUATE SCHOLARS				
Education rida	207 Chase Street			
Philosophy	112 Bassett House			
History essee	311 Bassett House			
Latin	213 Bassett House			
Philosophy	210 House O			
Psychology	108 House O			
Mathematics 12	11 Carolina Avenue			
Economics Duke University	207 House P			
English	308 Bassett House			
Political Science	104 House P			
Latin	111 Bassett House			
	English  I., Duke University Economics college Psychology take University Economics College; M.Ed., I Botany  Latin oming English efferson College  TE SCHOLARS Education rida Philosophy  History essee Latin Philosophy  Psychology  Mathematics 12: Economics Duke University English Political Science			

McAllister, James Gray, Jr. Mathematics 202 House P B.S., Hampden-Sydney College Miller, Paul Jones, Jr. Economics 113 House P B.S., Mississippi A. and M. College Monyer, Henry William Mathematics 1006 Monmouth Ave. B.S., Dickinson College 309 House P Pritchett, William Kendrick Greek A.B., Davidson College; A.M., Duke University 213 House P Stalvey, James Benjamin History A.B., Duke University

# GRADUATE INSTRUCTION IN DUKE UNIVERSITY

# GENERAL STATEMENT

Prior to 1916 there was no separate organization within Trinity College to promote and supervise graduate studies. However, there had been for many years a limited number of graduate students who completed a year of post graduate work and received the degree of master of arts. The work of such students was supervised through the office of the Dean of Trinity College. Many of these graduate students went out from Trinity College to continue their studies at other colleges and universities and later achieved distinction as teachers and scholars.

In September, 1916, President Few appointed a Committee on Graduate Instruction to deal with the problems involved in the promotion and administration of graduate work. In that year there were six graduate students in the College, and seven graduates of the College were enrolled in the professional School of Law. During and immediately after the World War the number of graduate students remained small, but by the year 1923-1924 the graduate enrollment had increased to thirty-five exclusive of the college graduates enrolled in the School of Law.

The growing importance of graduate work in Trinity College caused the Committee on Graduate Instruction, during the first semester of the year 1923-1924, to make a careful study of requirements for admission to graduate work, of requirements for advanced degrees, and of other conditions affecting standards of graduate instruction. A comprehensive report was prepared by the Committee and adopted by the faculty. Provision was made for the granting of two advanced degrees, master of arts and master of education. Regulations were adopted which increased the distinction between graduate and undergraduate work. A thesis requirement was made for every candidate for a graduate degree, and provision was made for the examination of theses by faculty committees. The Committee on Graduate Instruction undertook a closer supervision of graduate courses and of the work of graduate students.

Thus, when Trinity College became Duke University in December, 1924, noteworthy progress had already been made in organizing a graduate department with advanced courses in many fields of study and with high standards. In accepting Mr. Duke's great benefaction, the Trustees definitely included a Graduate School of Arts and Sciences as a member of the University organization.

In the academic year 1926-1927 a Council on Graduate Instruction was established in the University to exercise a general supervision over graduate work in arts and sciences, and Professor William H. Glasson was appointed Dean of the Graduate

School of Arts and Sciences

# THE LIBRARY

Duke University has long possessed an excellent Library for the purposes of undergraduate instruction. In recent years special funds have been provided and appropriations made to collect material for the use of members of the faculty and graduate students desiring to engage in research work. Particular attention has been given to obtaining complete sets of important periodicals, biographical and bibliographical collections, files of Southern newspapers, collections of state papers, parliamentary debates, and historical documents, proceedings of scientific societies, and standard editions of American and foreign authors. This policy of constantly enriching the Library's store of source material will be continued.

Up to March 1, 1931 the Duke University Library had received and accessioned 233,665 bound volumes and 24,399 pamphlets. Many thousands of volumes and pamphlets have not yet been accessioned, and other purchases of books, periodicals, and brochures are in Europe awaiting shipment. The amount available for the purchase of books, newspapers, and periodicals for the year 1929-30 was \$155,915.00. For the year 1930-31 the appropriations for books, periodicals, and binding amounted to \$124,000.

The Library building on the East Campus, since the autumn of 1930, has been used by the Woman's College. The new University Library building, especially designed and equipped to facilitate research, is located on the West Campus.

In the basement are the receiving room for books and periodicals which come to the Library, the offices of the order division, work rooms for the Library staff and a commodious stack room fitted with special stacks for newspapers.

On the first floor an important feature is a large reserve book room in which books in constant use by classes are kept for reference and for the time being withdrawn from general circulation. The seating capacity of this room is about 180. On the same floor are a large periodical room, a manuscript room, two offices, and an exhibition room in which will be placed cabinets and exhibition cases covered with glass for displaying rare books, manuscripts, etc.

The principal features of the second floor are the general delivery room with a spacious hall, the large public card catalogue, the main reading room with a seating capacity for more than 176, the cataloguing room and four offices for members

of the Library staff.

On the third floor of the building a special reading room for graduate students is provided with a seating capacity of about 60. There are also on this floor eight seminar rooms, two studies and a large special reading room.

In the tower of the Library building are the fourth and fifth stories which provide six seminar rooms and two studies.

The main stack room of the Library building is seven stories high. The initial capacity of the main stacks is estimated as considerably in excess of 300,000 volumes. The stacks in the nearby Library of the Law School will provide for 60,000 volumes and the stacks in the special Library of the School of Religion will accommodate about 40,000 volumes. The libraries of the Law School and the School of Religion are connected by passageways to the University Library. In the School of Medicine is the Hospital Library with a collection which is at present about 20,000 volumes. There are also stacks provided for special scientific libraries in the Biology, Chemistry and Physics buildings.

Especial attention has been given in the construction of the Library to facilities for prompt delivery of books. The general delivery room is connected by pneumatic tubes with the reserve book room, the graduate reading room, the Law Library, the School of Religion Library and also with each floor level of

the main stacks. The general delivery room, the reserve book room, the graduate reading room and each floor of the main stacks will also have the service of book lifts or carriers.

The University Library is now receiving by subscription and donation 1,819 newspapers and periodicals. The number of periodical sets added in 1930-31 was 211. During the same period of time \$4,000 was spent for newspapers, the most prized of which were *The London Chronicle*, 1757-1806, *The London Times*, 1860-1919, and several rare Southern newspapers.

The Library is particularly well equipped for work in the Social Sciences. In Latin American history there is an excellent collection of books and documents relating to boundary disputes. Pan Americanism and the foreign relations of the United States in general. There is also a large and growing collection of works on the development of the independence movement in Spanish America, as well as many rare volumes dealing with the Spanish and Portuguese missionaries of South America and the educational systems of the Latin American states. In United States history there are at the disposal of the graduate student all important United States reports and some rare volumes on the South during the Civil War period. There is a rapidly increasing collection of American newspapers and periodicals, among which are included the Daily Constitutionalist (Augusta, Ga.), 1862-64, the Staunton Spectator. 1850-1895, and other rare Southern newspapers. In English and European history there are all the parliamentary records for England, France and Spain. In recent European history, German, Austrian and French newspapers covering the World War period constitute an outstanding acquisition.

In economics there is an especially good collection of material upon the history of economic thought, banking and finance, and in the field of taxation. The Library possesses sets of most of the important economic publications in America, such as the American Economic Review, the Quarterly Journal of Economics, Political Science Quarterly, Annals of the American Academy of Political and Social Science, Chicago Journal of Political Economy, Harvard Business Review, Journal of the American Statistical Society and the Commercial and Financial Chronicle. The English economic periodicals include the Eco-

nomic Journal, the Journal of the Royal Statistical Society, the London Economist and the Statist. The Library also contains many of the leading French and German economic publications.

In political science the material includes documentary reports of the decisions of various arbitral commissions, the publications of the Permanent Court of International Justice complete to date and treaties on various phases of the subject of arbitration. The Library material also includes all the important government reports, an excellent collection of State Constitutional Convention reports and there are available in the Law Library the codes and all judicial reports of both the Federal and State Courts and an excellent collection of law journals and quarterlies. The leading periodicals in the field of political science and international law are also available.

The Library has a large accumulation of books and materials suitable for research along sociological lines, including files of the leading periodicals. The State of North Carolina is particularly rich in opportunities for field research in sociol-

ogy, especially for the making of social surveys.

The Department of Psychology is now equipped for teaching and research in all branches of psychology, including the study of animal behaviour and all experimental procedures. It is associated with the Duke Hospital and the State Mental Hospital at Raleigh in a way that facilitates studies in the field of the abnormal. The present floor space will, it is hoped, be considerably increased at an early date. The main library and the medical library contain between them excellent provision for the study of psychology and cognate subjects.

Research students in philosophy may call for the assistance of the three full professors in the department. The Library is building up a collection of books on the history and systematic study of all branches of the subject. Arrangements will be made for obtaining source material required for particular pieces of research.

There are more than 18,000 books catalogued in the Library under the Department of Education, and 700 bound volumes of periodicals, besides 51 current subscriptions to educational magazines. These figures do not include books and periodicals in psychology available for the use of students in educational psychology, nor the very large number of volumes

and periodicals available in history for students in the history of education. Students interested in the legal and governmental phases of education have exceptional opportunity in the number of volumes available in government and economics as well as in the Law Library which, already large, is being rapidly increased to include the digests, court reports, session laws, and related material of the United States and England and the various states. There is a special collection of elementary and secondary school textbooks of interest to teachers desiring to make curriculum studies in the elementary and secondary field.

The General Library contains many volumes of great value for the work of the School of Religion. The new building of the School of Religion contains a special library and reading room. This building is located next to the University Library.

The special library of the School of Religion contains a good working collection for the regular courses, to which constant additions are being made. It subscribes to approximately 175 current religious journals and periodicals. It contains also a large amount of valuable source material, especially proceedings of ecclesiastical bodies, scientific and missionary societies and files of periodicals. Noteworthy among these for the departments of Old and New Testament and Christian Doctrine are complete files of the Journal of the Palestine Oriental Society, Theologische Rundschau, Zeitschrift für Alttestamentliche Wissenschaft, the Hibbert Journal, Harvard Theological Review, Theologische Literaturzeitung, Zeitschrift für Neutestamentliche Wissenschaft.

The Library possesses one of the most perfect and complete manuscripts of the New Testament text, a 12th-14th century manuscript, which contains the entire text with a mediaeval commentary on the margins of the folios. This original material is supplemented by photographic facsimiles of a number of the leading uncials. It is the policy of the New Testament department to continue the acquisition of such facsimiles. The Library possesses basic sets of research character among which are Goldschmidt, Die Babylonische Talmud, Migne's Patrologiae, Harnach and Gebhardt, Texte und Untersuchungen, Corpus Inscriptionum Graecarum, Corpus Inscriptionum Latinarum, and Corpus Inscriptionum Semiticarum.

The department of Church History has acquired numerous files of religious periodicals; noteworthy among them are complete files of *The Arminian*, and *The Friend* (Philadelphia). It has a large collection of the General Assembly reports of the Presbyterian Church in the United States of America, and an almost complete collection of the diocesan journals of the Protestant Episcopal Church. It has an especially large and valuable collection, to which additions are continually being made, of source material for Southern church history, especially the history of the Methodist Episcopal Church, South.

The department of the History of Religion and Missions has, in addition to such basic material as The Sacred Books of the East, the Pali Text Society Translations, the Census of India, 1921, and eight hundred volumes of the Transactions of the Asiatic Society, North China Branch, complete files of the principal periodicals and proceedings in its field, such as the Chinese Recorder, the Korean Repository, the African Repository and Liberia, the Journal and Proceedings of the American Oriental Society, the Transactions and Journal of the Royal Asiatic Society of Great Britain, the Jotoko, the International Review of Missions, and the Missionary Review of the World.

Recently two private libraries of note have been secured. One is the library of the late Dr. Graf von Baudissin, Professor of the Old Testament in Berlin University. The other is that of the late Dr. Karl Holl, Professor of Church History in the same university. These libraries, consisting of over five thousand volumes, are the fruit of long years of literary interest and activity on the part of these learned men.

In various respects the Library is specially equipped for advanced students of English. For example, there is a considerable Byron collection, including early editions and Byroniana, a strong collection of early editions of Shelley and of Shelleyana, a Tennyson collection embracing most of the early editions and important critical works, and also a very valuable set of Dante Gabriel Rossetti manuscripts. The Library contains, further, an exceptionally full run of eighteenth-century and early nineteenth-century periodicals, both English and American, which offer material for extensive study of the literary history of the period. For American literature there is a large quantity of Thomas Holley Chivers manuscripts, the Paul Ham-

ilton Hayne library of some two thousand volumes, and a fairly large number of books by Southern writers. Other fields, moreover, are well represented: a large number of Elizabethan and Restoration plays (including first and early editions), many of the most important works for a study of Milton's background, a specially large collection of books valuable to the student of the relations of mediaeval and Renaissance politics and ethics to literature, and a foundation (in connection with the historical collections) for the general study of the mediaeval literature

Through the recent acquisition of a large Goethe collection of some 800 volumes and the addition of 3,000 volumes to the Scandinavian section, the Department of Germanic Languages and Literatures has considerably increased its research facilities.

Its library is particularly strong in mediaeval and early modern source material and in eighteenth century literature. The nineteenth and twentieth century fields are well repre-

sented and are being built up with great rapidity.

One of the most valuable possessions of the Library is the Lanson collection in French literature, consisting of 9,000 volumes and 2,000 monographs and brochures. This collection includes authors and works from the fifteenth century to the present, together with the most useful critical volumes on authors and their works. The material on Voltaire and Rousseau is especially comprehensive and valuable. There are in the collection many early editions and rare volumes of the sixteenth, seventeenth, and eighteenth centuries. This collection was Professor Lanson's private library and will give the Duke University Library very superior facilities for students of French literature.

The Library collection of Latin material is rather well selected. On the side of literature it is reasonably well equipped. Some noticeable lacunae in periodicals, reference works, etc., are being filled in gradually as opportunity occurs.

The Greek section of the Library is mainly a research library, equipped for the investigator rather than the undergraduate student. The works of German scholars predominate over those of Americans and Englishmen. While the Library has the critical editions and annotated texts of all the Greek authors of the classical period and of many postclassic writers, it can

boast of the completeness of its collection of books and dissertations on Thucydides, the orators, Plato, and Aristophanes, these authors being the center of work in the Greek seminar in successive years. It has the Teubner, Oxford and Budé texts of the more important Greek writers, the usual works of reference like Pauly-Wissowa, a rapidly growing library on archaeology including the Corpus of Greek Inscriptions, many of the current classical magazines of Europe as well as those of America, and it is fast acquiring complete sets of German, French, English and American classical periodicals.

In the Natural Sciences the development of laboratory and library facilities has occurred simultaneously. In the field of Mathematics the Library contains files of all the American Mathematical periodicals, a majority of the British publications and some of the German and French periodicals. A number of the fundamental books and treatises are available to the student and this number is rapidly increasing.

The departmental library in chemistry is housed in a large well lighted room in the chemistry building and provides ample reading space and stacks. The library of the department includes back files (complete in all but a few instances) of all the important chemical journals. The volumes in this library together with those relating to chemistry in the adjacent Medical School and physics libraries make the chemistry collection at the University the leading one in the South as shown by the results of a study made by the National Research Council and published in the October, 1930, Journal of Chemical Education. The combination of thoroughly adequate laboratory facilities and an excellent library offers an unusual opportunity for graduate study and research in chemistry.

The departmental library in biology and botany contains a large number of current periodicals and back files of all important journals. Recently there has been purchased the library of Dr. L. C. Howard of Washington, D. C. His books on the mosquito and other insects are of particular interest.

The establishment of a School of Forestry has resulted in a library purchase of 4,000 volumes and pamphlets from the Yale School of Forestry. This collection is considered an excellent one and makes a good nucleus for the forestry library.

In physics a commodious departmental library under the direction of a trained librarian is located on the second floor of the Physics Building. Thirty-five current periodicals in the field of physics are provided and the collection of the back files of these periodicals is growing rapidly. The most important of the complete sets are now available. These periodicals are supplemented with a number of publications to be found in other departmental libraries and in the main library.

## NEW SCIENCE LABORATORIES

New laboratory buildings have been erected on the West Campus in biology, physics and chemistry. Graduate students will find available the most modern equipment and facilities for research. In addition to the provision of modern apparatus, large sums have recently been expended to purchase important additions to the collections of scientific periodicals and publications in the departmental libraries, the University Library, and the Hospital Library.

In the School of Medicine elaborate facilities are provided for post graduate research in the various branches of medical science. Especial attention will be given to training in preventive medicine and public health work.

# BIOLOGICAL LABORATORIES

The biology building on the West Campus contains three refrigerated rooms, an incineration room, a work shop, an aquarium room, five animal rooms connected with outside yards, and eight dark rooms. Special laboratories are provided for advanced work in plant and animal physiology, parasitology, cytology, taxonomy, bacteriology, ecology, histology, mycology, anatomy, embryology, endocrinology, entomology, and forestry. A large greenhouse gives adequate space for experimental work and propagation. There is a small synoptic museum and an herbarium. Dr. Irving E. Gray is the curator of the biological museum. On the East Campus quarters are provided for women and a small greenhouse is conveniently located beside the science building.

Laboratories and rooms for students doing research are equipped with vacuum, compressed air, direct and alternating current, gas, and running water. Proper equipment and supplies for biological work, such as microscopes, ovens, baths,

nets, kymographs, motors, chemicals, and glassware are available.

Artificial lakes, streams, and the Duke University Forest are on the campus and furnish excellent collecting grounds. The woodlands are under the management of the Forestry Department. Duke University is situated in the Piedmont Region, between the mountains and coastal plain. This gives easy access to a variety of plants and animals. North Carolina is the home of the tulip tree, holly, rhododendron, mountain laurel, flowering dogwood, several species of insect-catching plants, cypress, and other interesting plants. Among the animals are a varied assortment which range from marine to truly montaine species. In the woods about the University are opossums, squirrels, cardinals, Carolina wrens, several species of salamanders, king snakes, and terrapins.

# CHEMISTRY LABORATORIES

Graduate work in chemistry is carried on in a new building which has a floor area of about 57,000 square feet. The equipment of this building is modern in every respect. Of this total space a large proportion is available for research and advanced teaching. There are twenty-five double research rooms completely equipped with the usual services. In addition the following specially designed rooms are available for present or future research as indicated: A low temperature room, photographic room, constant temperature room, gas analysis room, combustion room, bomb room, animal room, rooms equipped for high vacuum, X-ray and photochemical investigations.

A glass blowing room and a well-equipped shop operated by a competent mechanic provide facilities for the construction of special apparatus and for the repair and maintenance of instruments.

# PHYSICS LABORATORIES

The physical laboratory contains approximately an acre of floor space which is devoted to instruction and research. For purposes of instruction it has two lecture halls, four recitation rooms, five large laboratories and a number of smaller laboratories for advanced courses. On the first floor are located the office and research rooms of the departmental staff. On the third floor about 10 rooms are set aside for research. All

instructional and research laboratories are provided with compressed air, vacuum, gas, D.C. and A.C. circuits of various characteristics supplied through five trunk lines from the main switch board. All research rooms in addition, have one high potential and two low potential circuits. Several outlets in each room from the house lighting service are provided.

For the development of instructional and research apparatus a large shop has been located on the first floor for the exclusive use of instrument makers and adjacent to this is a students' shop operated under the direction of the mechanic. This is made accessible to graduate students in physics. A collection of important apparatus for the exclusive use of research is being gathered in a research store room which is to be in the custody of an expert repair man. A freight and passenger elevator makes conveniently accessible all parts of the laboratory.

The laboratory is at present provided with exceptional facilities for research in the field of radiation and electricity. Among the instruments of precision in the spectroscopic laboratory there is available for students' use an E-1 Hilger spectrograph, an E-316 Hilger spectrograph and several Hilger instruments of the fixed arm type. A Rowland concave grating of 10 ft. radius and of 14.434 lines per inch of surface is equipped with a Brashear mount. An Eschelon spectroscope, a Lummer-Gherike plate. Michelson and Fabry and Perot interferometers, a Moll microphotometre from Zipp and Sons of Delft are provided. Various types of mechanical and diffusion air pumps, including a Holweck pump, are installed for use in research. A Hilger micrometer comparator which reads directly to 0.001 mm, is used in the measurement of spectrographs. A sufficient number of photographic dark rooms are conveniently located. In the fields of electricity the laboratory is supplied with various types of potentiometers, electrometers, high sensitivity galvanometers and other devices for the precision determination of resistance, current, and potential difference

# GRADUATE DORMITORIES

Two sections of the new dormitories on the West Campus have been reserved for graduate men. Board can be secured at the Union building, which also has unusually attractive provisions for social intercourse and activities. Graduate women

will find dormitory accommodations of the highest type on the East Campus. The Union building on the East Campus furnishes meals at reasonable rates and serves as a center of campus life.

# GRADUATE CLUB

One of the active organizations of the University is the Graduate Club. Its meetings are held monthly and are devoted to the professional and social interests of graduate students. Many eminent speakers have addressed the club at meetings open to the public. Recent speakers have been Professor A. S. Pearse, Professor W. A. Brownell, Professor Charles A. Ellwood from the Duke University faculty and Professor Edward S. Corwin of Princeton University. Mr. R. O. Rivera was president of the Graduate Club during the year 1930-31.

# FELLOWSHIPS AND SCHOLARSHIPS

For the assistance and encouragement of graduate students of high character and marked ability, the University has established a considerable number of fellowships and scholarships. The Angier B. Duke Memorial, Incorporated, awards an annual fellowship of one thousand dollars to a graduate student of exceptional merit. Two University fellowships of eight hundred dollars each, seven University fellowships of seven hundred and fifty dollars each, and eighteen University fellowships of six hundred and fifty dollars each have been established. There are also twenty graduate scholarships of three hundred and fifty dollars each. Holders of fellowships and scholarships will be expected to pay the tuition fee and such additional fees as are regularly required. Applications for these appointments should be made on or before March 15 of each year. In case vacancies occur, applications submitted on a later date will be considered

There are also a number of graduate assistantships open in the various departments with compensation ranging from \$350 to \$800. Graduate assistants are under obligation to give part of their time to such work in the departments as may be assigned to them. They will usually be unable to carry a full program of study. Information regarding fellowships, graduate

scholarships, and graduate assistantships, together with application blanks, may be obtained from the Dean of the Graduate School, Duke University, Durham, North Carolina.

# ENCOURAGEMENT OF RESEARCH

The President of the University appoints annually a Faculty Committee on Research consisting of three members, the President himself being a fourth member ex officio. On April 1 of each year the Chairman of the Committee on Research receives written applications from members of the Faculty for stipends for the encouragement of research. Amounts granted may be expended for the employment of research assistants, or for the purchase of books, apparatus, and materials. The amount of the stipend may not exceed five hundred dollars. Each member of the Faculty to whom a research stipend is granted must within twelve months make a written report of the progress of his investigation.

# UNIVERSITY PRESS

The Duke University Press affords facilities for the publication of many scholarly books and articles. The press issues four quarterly reviews: The South Atlantic Quarterly, The Hispanic American Historical Review, American Literature, and the Ecological Monographs.

A list of the publications of the Duke University Press may be obtained from the manager of the Press, Durham, North Carolina.

# REQUIREMENTS FOR ADMISSION AND DEGREES

# ADMISSION TO GRADUATE COURSES

Students who have received a hachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. Admission to graduate courses does not necessarily imply admission to candidacy for a degree. A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

No college or university work taken before the bachelor's degree is conferred, or fully earned, may be credited toward an advanced degree except under the following circumstances: A student of Duke University who lacks at the beginning of a term not more than nine semesterhours of fulfilling the requirements for the bachelor's degree may obtain permission from the Dean of the Graduate School to take during the term graduate courses sufficient to bring his total work to fifteen hours a week. Such graduate courses will be credited toward the degree of master of arts or master of education.

No graduate student may register in one academic year for more than twenty-four semester-hours of work and a thesis.

#### ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

#### ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

#### THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work. Twice a year at stated times the language examinations will occur. The French examinations will be given the first week in November and the first week in March while the German examinations will be given the second week in March.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved preliminary courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

# MINIMUM RESIDENCE REQUIREMENT

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each.

# SPECIAL REQUIREMENTS FOR CANDIDATES FOR THE A.M. DEGREE IN THE SCHOOL OF RELIGION

Students in the School of Religion may become candidates for the degree of Master of Arts under the following regulations:

After a student in the School of Religion has completed a period of one academic year in residence in the Duke University School of Religion, or in an approved school of similar standing, and has secured thirty semester-hours of credit in studies approved by the faculty of the School of Religion, he may apply to the faculty of the School of Religion for permission to become a candidate for the A.M. degree. If he has maintained a creditable standing in the first year's work of the School of Religion he may be recommended by the faculty of the School of Religion to the Graduate Council for admission to the Graduate School of Arts and Sciences as a candidate for the degree of Master of Arts.

The student shall in the ensuing year take twelve semester-hours of work and write a thesis for the A.M. degree in some department of the School of Religion in which he has previously received six semester-hours of credit for resident work. In addition, the student shall take twelve semester-hours of work in related departments of the School of Religion, or in related departments offering graduate courses in the other schools of the University. The student's selection of courses shall be approved by the faculty of the School of Religion and by the Graduate Council.

In all other respects the candidate for the A.M. in the field of religion shall conform to the usual regulations of the Graduate Council, such as the approval by the Graduate Council of all courses in the School of Religion for which graduate credit is asked, the prerequisites in foreign languages, and the examination of the thesis.

Students who are recommended to the Graduate Council by the faculty of the School of Religion as candidates for the A.M. degree under the above plan shall be registered for the following year in the Graduate School of the University. They may also be registered in duplicate in the School of Religion for such part of the year's work as will be accepted by the faculty of the School of Religion toward the degree of Bachelor of Divinity.

#### DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history of education, educational sociol-

ogy, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

#### THESIS FOR THE MASTER'S DECREE

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Three bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

# SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

#### CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

# THE DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or

enter into correspondence with, the Dean of the Graduate School or the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

The Council on Graduate Instruction has adopted the following regulations governing the conferring of the degree of

doctor of philosophy:

1. The Degree. The degree of doctor of philosophy is a research degree; it is not based merely upon the completion of a prescribed period of study or upon the obtaining of credit for a given number of courses. The granting of the degree will be based primarily upon evidence of high attainments in a special field of knowledge and upon the production

of a thesis embodying the results of original research.

- 2. Residence Requirements. The normal period of resident graduate study, after the general requirements of admission to the Graduate School have been satisfied, is not less than three academic years. The candidate will be required to spend at least either the last year in actual residence at Duke University, or the first two years. A student whose undergraduate work is insufficient in amount or unsatisfactory in character may expect to spend additional time in preliminary courses essential as a basis for the graduate work he proposes to undertake. Credit for one year of work done in summer school sessions may be given with the approval of the Graduate Council and of the department in which the student takes his major work. Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.
- 3. Application for Candidacy for the Ph.D. degree. A student desiring to become a candidate for the Ph.D. degree is ordinarily required to file with the Dean of the Graduate School, not later than the beginning of the second year of graduate work, a formal application indicating in what department and under what professor he proposes to carry on research. A committee will then be appointed to supervise the student's work, with the professor in charge of his research as chairman. If and when the committee finds that the preliminary requirements of the major department have been satisfied, the chairman of the committee shall report the fact in writing to the Dean of the Graduate School. The student's program of study will be arranged after consultation with this committee and must secure its approval. In the case of students who come to Duke University for only the last year of graduate work, and in special cases approved by the Graduate Council. the application for recognition as a candidate for the Ph.D. degree may be filed later than provided above, but not later than October 15 of the academic year in which it is desired that the degree be conferred.
- 4. Preliminary Examination. Toward the end of the second full year of graduate work (or in special cases at the beginning of the third year), a preliminary examination of each candidate will be held covering

the general field of his major subject. This examination will be conducted by the committee in charge of the student's work and will be either oral or written, or both, as the committee may determine. A student who passes this examination will be recognized as a candidate for the Ph.D. degree. At the discretion of a candidate's committee, the examination on his minor subject or subjects may be held at the time of his preliminary examination instead of at the time of his final examination.

5. Program of Study. The program of study of an applicant for the Ph.D. degree is subject to the approval of the Graduate Council and of the committee provided for in Section 3 above. The student must select a major field and one or two minor related fields. When a department offers instruction in a sufficient variety of subjects and the needs of the individual student seem to require it, the Graduate Council may

permit a major and minor to be taken in the same department.

6. Foreign Language Requirements. A reading knowledge of French and German will ordinarily be required. A substitution for one of these languages may be made, however, by the consent of the Graduate Council and of the department in which a student takes his major work. The student will be examined on one of the foreign languages at the beginning of his second year of graduate work, and must have qualified in both by the end of the second year of his graduate work. The department in which he takes his major work may indicate preference as to the language in which the student shall first be examined. Foreign language examinations will be conducted by the appropriate language department in conjunction with the department in which the student has his major field of work.

7. Thesis. The thesis for the Ph.D. degree must be a contribution to knowledge. The subject of the thesis must be filed with the Dean of the Graduate School on or before October 15 of the academic year in which the candidate desires to take the final examinations for his degree. The subject must receive the written approval of the head, or chairman, of the department in which the candidate has his major field of work and also of the professor under whom the thesis is being written. The thesis must be completed to the satisfaction of the professor under whom it is written, and three typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before May 1, if the student desires to be examined on the thesis in the same academic year. The title page must be approved by the major department and by the Dean of the Graduate School.

The candidate's thesis must be published either in its original form or in a modified form approved by the Dean of the Graduate School and the committee in charge of the candidate's work. The degree will not be conferred until publication of the thesis within two years, in approved form, has been guaranteed in a way satisfactory to the Dean of the Graduate School and the professor under whom the thesis was written.

8. Final Examination. The final examination on the thesis and on the subject matter of the major and minor fields will be oral. The

<sup>&</sup>lt;sup>1</sup> See University Calendar, pages 5 and 6.

examination on both thesis and major and minor work will be held at the same time unless otherwise arranged by special permission of the Graduate Council.

# THE TRAINING OF COLLEGE TEACHERS

College and preparatory schools are constantly calling upon the university graduate schools for efficient teachers. The Duke University Graduate School will endeavor to discover among the candidates for advanced degrees those students who show promise of becoming good teachers. Provision will be made in the various departments for the consideration and discussion of problems of teaching. Graduate students who expect to teach will be given opportunity to gain practical experience under the supervision of successful teachers. The Graduate School will keep such records as will enable it to recommend with confidence students who are likely to prove efficient as teachers. An appointment bureau is maintained by the University, the services of which are extended to all graduate students.

# THE GRADING OF GRADUATE STUDENTS

Members of the faculty are expected to report the grades of graduate students promptly at the end of each semester on the cards provided for that purpose.

In the grading of graduate students, S or satisfactory shall represent work of an acceptable character, G or good shall be the next higher grade, and E or exceptional shall be the highest grade. F or failing indicates that the grade of the student is below passing. In a course in which both graduates and undergraduates are enrolled, the grade S shall represent approximately the degree of attainment marked 80 in the case of an undergraduate. A mark of "Incomplete" may be given when a student has failed, for an acceptable reason, to complete some portion of the required work in a course in which his standing is generally satisfactory. The student should arrange with the instructor to complete the remaining work of the course as promptly as possible.

# GENERAL REGULATIONS

Not more than twenty-five students are permitted in a class giving graduate credit, nor are undergraduate students below the senior year permitted in such a class. Exceptions to this

rule may be made by special permission of the Graduate Council on recommendation of the department concerned.

In courses exclusively for graduates, students may be given extra credit in semester-hours for extra work done with the approval of the Graduate Council on recommendation of the department.

# COURSES OF INSTRUCTION

Unless otherwise stated all courses listed in this catalog will be given on the West Campus.

#### DEPARTMENT OF BIOLOGY

(Certain undergraduate courses are open to graduate students with the approval of the department. See the "Bulletin of Undergraduate Instruction.")

#### BOTANY

#### FOR SENIORS AND GRADUATES

- 201. Cytology.—A study of the plant and animal cell. Laboratory, lectures, and conferences. 4 s.h. Mr. AVERY Prerequisites, Botany 1 and 2, Zoölogy 1 and 2, and one other course of intermediate grade.
- 202. Inheritance and Variation.—A study of the principles of inheritance and variation in plants and animals. Laboratory and lectures. 4 s.h.

  Mr. Blomquist
- 203. Plant Anatomy.—An introduction to general plant anatomy with some reference to cultivated plants. Laboratory and conferences. 4 s.b.

  Mr. Avery

Prerequisites, Botany 1 and 2.

- 211. Structure and Classification of Algae.—Laboratory and lectures.
  4 s.h. Mr. Blomquist
- 212. Structure and Classification of Liverworts and Mosses.—Laboratory and lectures. 4 s.h. Mr. Blomquist
- 214. Structure and Classification of Ferns, Gymnosperms and Angiosperms.

  —Laboratory and lectures. 4 s.h. Mr. Avery
- 221. Structure and Classification of Fungi.—Laboratory and lectures.

  4 s.h. Mr. Creager and Mr. Wolf
- 222. Diseases of Plants.—Special reference to crop plants. Laboratory and lectures. 4 s.h. Mr. Wolf

Prerequisites, Botany 1, 2, and 52.

- 225. Special Problems.—Hours and credit to be arranged. STAFF
- 251. Plant Physiology.—Laboratory and lectures. 4 s.h. Mr. Avery

# FOR GRADUATES

311. Advanced Mycology.—Laboratory and lectures. 4 s.h. MR. Wolf

- 312. Advanced Plant Pathology.—Laboratory and lectures. 4 s.h.

  Mr. Wolf
- 352. Advanced Plant Anatomy.—Structure and development of anatomy of economic plants. Second semester. 4 s.h. Mr. Avery
  - 356. Taxonomy of Special Groups.—First semester. 4 s.h.

    Mr. Blomouist
- 399. General Botanical Seminar.—One hour per week throughout the year. Required of all graduates majoring in botany. Seniors are invited to attend. Hour to be arranged. 2 s.h. BOTANICAL STAFF

### ZOOLOGY

#### FOR SENIORS AND GRADUATES

222. Entomology.—The taxonomy, morphology, and physiology of insects; their theoretic and economic aspects. Offered in alternate years.

4 s.h.

MR. GRAY

[Not offered in 1931-1932]

COURSES PRIMARILY FOR GRADUATES, BUT SOMETIMES OPEN TO SENIORS WITH ADEQUATE TRAINING

- 301. Animal Behavior.—The development of mind in animals. Assigned readings, lectures, reports, conferences. Offered in alternate years. 2 s.h.

  Mr. Pearse
- 303. Ecology.—Natural history of animals; relations to environment. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. Offered in alternate years. 2 s.h.

  Mr. Pearse

[Not offered in 1931-1932]

- 304. Advanced Parasitology.—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites. Offered in alternate years. 2 or more s.h.

  Mr. Pearse
- 312. Morphology and Taxonomy of Protozoa.—Offered in alternate years.

  2 or more s.h. Mr. Hopkins
  - 314. Physiology of Protozoa.—Offered in alternate years. 2 or more s.h. Mr. Hopkins

[Not offered in 1931-1932]

- 323. Advanced Physiology.—A presentation of some of the problems with which physiologists have been concerned during recent years. Lectures, conferences, and laboratory work. 4 s.h. Mr. Hall
- 326. Experimental Embryology.—Lectures, assigned readings, and reports. In the laboratory a study is made of the effects of environment on various animals, including the frog, chick, and mammal. Offered in alternate years. 2 or more s.h.

  MR. CUNNINGHAM

[Not offered in 1931-1932]

- 328. Endocrinology.—This course includes the structure, physiology, and embryology of the endocrine glands. The work consists of lectures, reading assignments, and reports. Offered in alternate years. 2 or more 8.h.

  Mr. Cunningham
- 340. Germ Cells of Animals.—The origin, growth and development of germ cells in various groups of animals. Lectures, reading, and discussion. Laboratory work involves studies in tracing the origin and history of mammalian germ cells. Offered in alternate years. 4 s.h.

MR. HARGITT

Prerequisites, courses in, or knowledge of, vertebrate anatomy, histology, embryology,

341. Historical and Philosophical Zoölogy.—Readings and discussion. A critical study of the development of modern biological concepts and theories, their past and present significance. Offered in alternate years.

2 s.h.

MR. HARGITT

[Not offered in 1931-1932]

- 352. Zoölogical Journal Club.—A weekly meeting of graduate students and faculty to hear reports and to discuss biological facts, theories and problems. One hour a week throughout the year. Required of all graduate students who major in zoölogy. 2 s.h. STAFF
- **353-354.** Research.—Students who have had proper training may carry on research under the direction of members of the faculty.
- **355-356.** Seminar.—Special seminar courses in particular fields are given by various professors when the number of students makes them desirable. Hours and credits to be arranged.

(a) Embryology and Endocrinology. Mr. Cunningham

- (b) Comparative and General Physiology.

  MR. HALL
- (c) Histology and Cytology.

  Mr. Hargitt
  (d) Protozoölogy.

  Mr. Hopkins
- (e) Ecology, Parasitology and Behavior.

  Mr. Pearse

#### DEPARTMENT OF CHEMISTRY

#### FOR SENIORS AND GRADUATES

215-216. Advanced Inorganic Chemistry.—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours. 6 s.h. T.Th. fourth period. Laboratory: F. 2-5.

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 1-2, 21, 30. Chemistry 261-262, advanced physics and ability to read German are desirable.

231. Advanced Quantitative Analysis.—A continuation of course 30, involving some of the more difficult analytical methods, including quantitative organic analysis. One recitation and six laboratory hours. 3 s.h. Lecture: S. first period. Laboratory: T.Th. 2-5.

ASSISTANT PROFESSORS VOSBURGH AND BIGELOW

**232.** Instrumental Analysis.—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours. **3 s.h.** Lecture: S. first period. Laboratory T.Th. 2-5.

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 30, 261-262, and 231. Laboratory physics is desirable.

233. Microanalysis.—An introduction to the technique of qualitative and quantitative analysis of inorganic and organic materials using very small samples. Besides using the methods of Pregl and Emich for quantitative work, those of Chamot and Behrns-Kley for qualitative analysis will be practiced. Laboratory and conferences. 2 s.h. T.Th. 2-5.

Prerequisite, Chemistry 21, 30 and 151-2 and the recommendation of the department.

241. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. 4 s.h. Lecture: M.W. fourth period. Laboratory: T.Th. 2-5.

PROFESSOR WILSON

Prerequisites, Chemistry 30 and 151-152. Course 261-262 is desirable though not required.

244. Metabolism.—Open to students who have completed course 242 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. 4 s.h.

[Not given in 1931-1932]

251-252. Intermediate Organic Chemistry.—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 253-254 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. 3 s.h.

Assistant Professor Bigelow

253-254. Advanced Organic Chemistry.—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include qualitative organic analysis, together with preparations of the more difficult type, requiring reference to the original literature. Lecture: T. third period. Laboratory: M.W.F. 2-5.

Assistant Professor Bigelow and Dr. Hauser

Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German.

260. Colloid Chemistry.—An introductory study of the colloidal state of matter. Two recitations and three laboratory hours for one semester.

3 s.h. Lecture: M. W. second period. Laboratory: F. 2-5.

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 151-152 and 261-262. Calculus, Chemical Thermodynamics, and advanced physics are desirable.

261-262. Physical and Electro Chemistry.—Fundamentals of general chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. 6 s.h. Recitation: T.Th. first period. Laboratory: F. 2-5.

Professor Gross and Dr. Saylor
Prerequisites, Chemistry 30, 151-152, college physics, and college
algebra. Calculus is desirable but is not required.

271. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. 1 s.h. S. fourth period.

PROFESSORS GROSS AND WILSON, ASSISTANT
PROFESSORS VOSBURGH AND BIGGLOW

273-274. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. 2 s.h. F. fourth period.

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH

275-276. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week, laboratory and conferences. 3 or 6 s.h.

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, DR. HAUSER AND DR. SAYLOR

Students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to seniors who have had courses 30, 151-152, and 261-262.

280. Teaching of Chemistry.—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study necessary for the conference hour. One semester to be arranged with the Department. 2 or 3 s.h.

PROFESSOR WILSON

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

#### FOR GRADUATES

351-352. Advanced Synthetic Organic Chemistry.—Recent advances in certain selected fields such as medicinals, dyes, perfumes, terpenes, al-

kaloids, etc. will be discussed. The emphasis will be placed upon structure studies and synthetic methods. Lecture or seminar 1 hour each week. 2 s.h. S. second period.

Assistant Professor Bigelow

**361-362.** Chemical Thermodynamics.—A discussion of general chemical theory from the standpoint of thermodynamics. Three recitations. **6 s.h.** Offered in alternate years with Chemistry 363. M.W.F. first period.

Professor Gross

363-364. Chemical Kinetics.—Theories of reaction velocity, catalysis, the theory of the solid state, the structure of atoms, the radiation theory. Offered in alternate years with Chemistry 361. 6 s.h. M.W.F. third period.

Professor Gross

Prerequisite, Chemistry 6 or its equivalent.

**365.** Phase Rule.—A discussion of typical systems, isothermal curves, and space models. Three recitations. One semester—either fall or spring. **3 s.h.** M.W.F. second period.

ASSISTANT PROFESSOR VOSBURGH

# DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

FOR SENIORS AND GRADUATES

203. Money and Banking.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. First semester. 3 s.h.

PROFESSOR GLASSON AND ASSISTANT PROFESSOR GRAY

235. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. Second semester. 3 s.h.

PROFESSOR GLASSON AND ASSISTANT PROFESSOR GRAV

- 237. American Federal Finance.—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public-debt administration, and budgetary procedure. First semester. 3 s.h. Assistant Professor Gray [Not offered in 1931-1932]
- 231. The Economic History of England.—A study of England since the eleventh century, treating the manorial system, the gilds, mercantilism, and the course of the commercial and industrial revolutions to the present.

  First semester. 3 s.h.

  Assistant Professor Roberts
- 238. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. Second semester. 3 s.h.

  Assistant Professor Roberts

239. Statistical Methods.—Statistical analysis as a tool in investigation; its limitations and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours' lecture and one laboratory period. First semester. 3 s.h.

ASSISTANT PROFESSOR GRAY

240. Statistical Analysis of Time Series.—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic phenomena. Prerequisite, course 239. Two hours' lecture and one laboratory period. Second semester. 3 s.h.

ASSISTANT PROFESSOR GRAY

- 254. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and in the United States. The structure, methods, and policies of modern unions. First semester. 3 s.h. PROFESSOR COTTON
- 255. Industrial Relations.—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 254 is a prerequisite for this course. Second semester. 3 s.h.

PROFESSOR COTTON

- 265. International Trade and Tariff Policies.—An analysis of the theoretical principles underlying international trade with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England from the eighteenth century to the present. First semester. 3 s.h.

  Assistant Professor Roberts
- **266.** International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money regimé, German reparation payments, and related problems. Second semester. 3 s.h.

Assistant Professor Roberts

- 267. Business History.—A study of money makers and money making from the late middle ages to 1913. Attention will be given to the economic phenomena, such as fluctuations of prices, business cycles, monetary inflation, technological progress and shifts in demands, markets and sources of supply—which have affected the accumulation of large fortunes. Attention will also be given to the relative profit of industries at different periods. 4 s.h.

  PROFESSOR HAMILTON
- 214. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism, and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. First semester. 3 s.h.

PROFESSOR HOOVER

215. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation

which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. Second semester, 3 s.h.

Professor Hoover

#### FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

210. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. 6 s.h.

PROFESSOR HAMILTON

212. Advanced Economic Theory.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. 4 s.h.

PROFESSOR HOOVER

249. Research in Corporation Organization and Finance.—Open to graduate students and, by special permission, to seniors who have completed creditably courses 104 and 144. Second semester. 2 s.h.

PROFESSOR GLASSON

275. Advanced Industrial Accounting and Management.—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost-accounting is worked by each student during the course. 6 s.h.

Professor Corron

Courses 105 and 7 are ordinarily prerequisites for this course.

#### POLITICAL SCIENCE

#### FOR SENIORS AND GRADUATES

208. American Constitutional Law and Theory.—Leading constitutional principles of American government, as developed through judicial interpretation, are studied. Emphasis is placed upon problems of current importance. The reading of cases is supplemented by lectures and assigned legal problems. First semester. 3 s.h. Professor Wilson [Not offered in 1931-1932]

264. Railroad Regulation in the United States.—A study of the powers, activities, and inter-relationship of regulatory bodies, state and federal. The latter part of the course is given to an analysis of the Transportation Act of 1920 and to its administration up to the present time. Second semester. 3 s.h.

PROFESSOR WILSON

[Not offered in 1931-1932]

209. State and Local Government in the United States.—The subject matter of this course covers the historical development of state and local governments, their present political organization and their relation to

each other and to the federal government. Particular attention is given to the study of state and county government in North Carolina. First semester. 3 s.h.

Associate Professor Rankin

294. Municipal Government and Administration.—A study of the general problems related to the structural system and activities of municipalities in the United States. Special reference is made to the problems of municipal government in North Carolina. Second semester. 3 s.h.

ASSOCIATE PROFESSOR RANKIN

- 223. Political Thought to the Seventeenth Century.—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, emphasis is placed upon the development of distinct concepts of far-reaching importance in political theory. First semester. 3 s.h.

  PROFESSOR WILSON
- 224. Modern Political Theory:—Political theories of the seventeenth, eighteenth, and nineteenth centuries are studied with particular reference to their influence upon American political thought. In the latter part of the course consideration is given especially to the modern idea of the state. Second semester. 3 s.h.

  PROFESSOR WILSON
- 225. American Political Parties and Practical Politics.—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. First semester. 3 s.h.

  Associate Professor Rankin

[Not offered in 1931-1932]

- 228. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. First semester. 3 s.h. Associate Professor Rankin
- 226. Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. Second semester. 3 s.h. Associate Professor Rankin
- 227. International Law and International Organization.—Elements of international law and the application of principles through judicial interpretation and in international negotiations, with particular attention to interpretation and application by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. 6 s.h.

  Professor Wilson

#### FOR GRADUATES

318. General Seminar in Economics and Political Science.—All graduate students with economics or political science as a major subject are members of this seminar. Reports of progress in research will be made, and there will be lectures and critical discussion by members of the department. T. at 7:30. 2 s.h.

## DEPARTMENT OF EDUCATION

#### ELEMENTARY EDUCATION

207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite, teaching experience or six semester-hours of work in materials and methods First semester. 3 s.h.

Associate Professor Carr

[Not offered in 1931-1932]

212. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary schools. First semester. 3 s.h.

ASSOCIATE PROFESSOR CARR

[Not offered in 1931-1932]

222. Methods of Teaching and Supervising the Fundamental Subjects.—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. Second semester. 3 s.h.

Associate Professor Carr

[Not offered in 1931-1932]

232. Elementary-School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. Second semester. 3 s.h. Associate Professor Carr [Not offered in 1931-1932]

#### EXPERIMENTAL EDUCATION AND EDUCATIONAL PSYCHOLOGY

- 206. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high-school subjects. 3 s.h.

  PROFESSOR CHILDS
  [Not offered in 1931-1932]
- 208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. Prerequisite, course 229. T.Th.S. first period. Second semester. 3 s.h.
- 209. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education, M.W.F. first period. First semester. 3 s.h.
  - ASSISTANT PROFESSOR EASLEY

ASSISTANT PROFESSOR EASLEY

- 218. Educational Implications of Genetic Psychology.—Special section of course 118, intended primarily for graduate students, ordinarily not offered the same year in which 118 is given. T.F. 3:30-5. Second semester. 3 s.h.

  Professor Brownell
- 219. Experimental Education.—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the

general field of learning, the psychology of the school subjects, and related fields. M.W.F. fourth period. First semester. 3 s.h.

PROFESSOR BROWNELL

- 228. Psychology of Learning.—A study of different types of learning, the principles which underlie successful guidance of learning, and methods and conditions of learning, individual differences. Constant reference to experimental literature. M.W.F. first period. Second semester.

  3 s.h.

  Assistant Professor Easley
- 229. Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. M.W.F. first period. First semester. 3 s.h.

  PROFESSOR BROWNELL
- 238. Investigations in Reading.— A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing diagnosis, and supervision; emphasis on problems requiring further investigation. Th. 3:30-5:30. S. fourth period. First semester. 3 s.h.

East Campus

Associate Professor Carr

248. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. T.F. 3:30-5:00. First semester. 3 s.h.

(Campus to be selected)

PROFESSOR BROWNELL

318. Investigation of Study Problems.—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. T.Th.S. second period. Second semester. 3 s.h.

PROFESSOR BROWNELL

- 338. Research in Reading.—A course designed for students who have original problems in reading which they desire to investigate. Such studies may be either individual or coöperative. Education 238 is advised as a preliminary course, but is not required. T.Th.S. first period. Second semester. 3 s.h.

  Associate Professor Carr
- 348. Research in Arithmetic.—A course designed for students who have original problems in arithmetic which they desire to investigate. Such studies may be either individual or coöperative. Education 248 is advised as a preliminary course, but is not required. Th. 3:30-5:30, S. fourth period. Second semester. 3 s.h. PROFESSOR BROWNELL

(Campus to be selected)

#### HISTORY AND PHILOSOPHY OF EDUCATION

- 200. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. T.Th.S. third beriod. First semester. 3 s.h. PROFESSOR HOLTON
- 214. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. First semester. 3 s.h. PROFESSOR HOLTON [Not offered in 1931-1932]
- 224. Current Problems in Public Education as Revealed through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement, T.Th.S. third beriod. Second semester. 3 s.h. PROFESSOR HOLTON
- 234. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. First semester. 3 s.h.

PROFESSOR HOLTON

[Not offered in 1931-1932]

254. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. T. 3:30-5:30: S. second period. First semester. 3 s.h. PROFESSOR PROCTOR

# PUBLIC SCHOOL ADMINISTRATION

- 213. Secondary School Organization and Administration.—A study of the outstanding problems of secondary-school organization and administration other than the problem of gradation and classification of pupils. Second semester. 3 s.h. PROFESSOR PROCTOR
- 233. Administrative Pupil-Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. First semester. 3 s.h. PROFESSOR PROCTOR

[Not offered in 1931-1932]

244. Studies in the Historical Development of Public-School Administration. -An advanced course devoted to the development of public-school administration in the South, with especial reference to North Carolina as a type, First semester. 3 s.h. PROFESSOR HOLTON

[Not offered in 1931-1932]

253. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. Second semester. 3 s.h. Professor Holton [Not offered in 1931-1932]

323. Public School Finance.—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. Second semester. 3 s.h.

Professor Proctor

[Not offered in 1931-1932]

**343.** State and County School Administration.—A study of state and county organization of public schools, emphasizing underlying principles. *M.* 3:30-5:30, S. first period. First semester. **3 s.h.** 

East Campus Professor Proctor

**363.** City School Administration.—A study of the organization and administration of city school systems, including administrative phases of supervision. Second semester. **3 s.h.** 

East Campus

PROFESSOR PROCTOR

#### SECONDARY EDUCATION AND EDUCATIONAL SOCIOLOGY

205. Sociological Foundations of the Secondary-School Subjects.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite, six semester-hours in education, including course 105. First semester. 3 s.h.

PROFESSOR CHILDS

[Not offered in 1931-1932]

215. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational guidance, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite, six semester-hours in educational sociology, preferably courses 105 and 205. Second semester. 3 s.h.

PROFESSOR CHILDS

[Not offered in 1931-1932]

- 226. The Teaching of High-School History.—Identical with History 212. The course counts as an elective in the Department of Education only when approved by the department and the instructor. First semester.

  3 s.h. Associate Professor Shryock
- 235. Principles of Vocational Education.—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. Second semester. 3 s.h.

  Professor Childs

[Not offered in 1931-1932]

246. The Teaching of Mathematics.—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. Second semester. 3 s.h.

PROFESSOR RANKIN

266. The Teaching of High-School French.—Identical with French 218.

Second semester, 3 s.h. Professor Webb

#### RESEARCH METHODS

**300.** Methods of Educational Research: Seminar.—Graduate students are instructed in methods of research as applied to selected educational problems. Each student must select for intensive study and practice a subject in which he is interested. First semester. **3 s.h.** 

MEMBERS OF THE DEPARTMENT

[Not offered in 1931-1932]

# DEPARTMENT OF ENGLISH

#### FOR SENIORS AND GRADUATES

201-202. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of Beowulf. 6 s.h.

Professor Brown

203-204. Chaucer .-- 6 s.h.

PROFESSOR BATTM

205-206. Middle English.—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language. 6 s.h.

PROFESSOR BAUM

Students may elect English 205-206 without having studied either Anglo-Saxon or Middle English.

207-208. English Literature, 1400-1550,-6 s.h.

PROFESSOR BAILM

209-210. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period. 6 s.h.

PROFESSOR BROWN

[Not offered in 1931-1932]

- 211. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. 3 s.h.

  PROFESSOR GILBERT
- 212. English Literature, 1625-1660.—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton.

  3 s.h.

  PROFESSOR GILBERT
- 213-214. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the

course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. 6 8.b.

PROFESSOR BROWN

- 215-216. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. 6 s.h. PROFESSOR GILBERT
- 217-218. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton, 6 s.h. Professor Gilbert
  - 219. English Literature, 1660-1744.—3 s.h. Professor White
  - 220. English Literature. 1744-1798.—3 s.h. Professor White
  - 221. The Drama in England, 1640-1770.—3 s.h. Professor Baum [Not offered in 1931-1932]
- 223-224. Studies in the Romantic Poets of the Early Nineteenth Century.—
  This course considers in an exhaustive manner the works of some of the Romantic poets. 6 s.h.

  PROFESSOR WHITE
- 225-226. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. 6 s.h.

  PROFESSOR CHASE
  - 227. Literary Criticism.—A history of literary criticism to 1700. 3 s.h.

    Professor Gilbert
- 228. Literary Criticism.—A history of literary criticism from 1700 to the present. 3 s.h. Professor Gilbert

### FOR GRADUATES

# 301. Bibliography and Methods of Research.—M.W. 3-4:30. 3 s.h.

PROFESSOR BAUM

This course or its equivalent is required of all candidates for higher degrees in English.

303-304. The Elizabethan Period.—This course considers in an exhaustive manner the works of some of the Elizabethan writers. 6 s.h.

PROFESSOR GILBERT

305. The Early Renaissance.—A seminar in the literature and language of the early Renaissance in England and Scotland. 3 s.h.

PROFESSOR BAUM

307-308. American Literature.—A seminar in American literature. 6 s.h.

PROFESSOR CHASE

[Not offered in 1931-1932]

309. Chaucer.—Special studies in the works and language of Chaucer; lectures, reports, and a thesis. 3 s.h. Professor Baum

311-312. American Literature.—The first semester is given largely to the study of Poe, Hawthorne, Emerson, and Whitman; the second, to a study of the South and the West. 6 s.h.

PROFESSOR HUBBELL

#### DEPARTMENT OF GERMAN

#### FOR SENIORS AND GRADUATES

201-202. Goethe.—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. 6 s.h.

PROFESSOR KRUMMEL

203-204. Leibnitz to Romanticism.—6 s.h. ¶Not offered in 1931-19321

PROFESSOR VOLLMER

205-206. Middle High German.—6 s.h. ¶Not offered in 1931-19321

Professor Vollmer

207-208. German Romanticism.—The entire Romantic movement in Germany will be studied as a unit, and representative authors will be read.

6 s.h. PROFESSOR VOLLMER

#### FOR GRADUATES

**301.** Gothic.—Phonology and morphology of Gothic as the basis of modern English and German. Reading of Ulfilas Gothic version of the Bible. First semester. **3 s.h.**PROFESSOR VOLLMER

**302.** Old High German.—Grammar and reading of the very earliest High German literature. Second semester. **3 s.h.** 

PROFESSOR VOLLMER

#### DEPARTMENT OF GREEK

## FOR SENIORS AND GRADUATES

201-202. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. 6 s.h.

PROFESSOR PEPPLER

203-204. Homer.—Odyssey. Pindar and Bacchylides. 6 s.h.

PROFESSOR PEPPLER

205-206. Greek Historians.— Herodotus, Books VII and VIII; Thucydides. Books VI and VII. 6 s.h. Professor Peppler

207-208. Greek Orators.—Selected speeches. 6 s.h.

PROFESSOR PEPPLER

209-210. Plato.—Symposium, Phaedo, and parts of the Republic. 6 s.h.

Professor Peppler
(Only one of the five courses listed above is offered each year.)

243. Greek Archaeology.—The topography and monuments of Athens are studied, and other matters supplementary to course 141-142 are presented. Course 243 is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Course 141-142 is prerequisite. 3 s.h.

ASSISTANT PROFESSOR WAY

[Not offered in 1931-1932]

244. Greek Epigraphy.—The history of the alphabet is studied and extensive practice is afforded in reading inscriptional texts in the original characters. The various local peculiarities are carefully differentiated with the aid of facsimile reproductions. 3 s.h.

ASSISTANT PROFESSOR WAY

[Not offered in 1931-1932]

- 245. Greek Dialects.—Select transliterated inscriptions, illustrative of the major Greek dialects, are read and discussed with a view to developing a facility in reading original sources. On the philological side, an effort is made to trace the origin of the various dialectal forms from those of pre-ethnic Greek and to relate them, so far as possible, to the history of the language. 3 s.h.

  Assistant Professor Way
- 246. Greek Historical Inscriptions.—The more valuable historical inscriptions are read in chronological order, and their subject-matter carefully studied and interpreted in their general bearing upon the course of Greek history. In special instances, emphasis is laid upon the relation of inscriptional sources to literary sources. Course 131 is prerequisite. 3 s.h.

  Assistant Professor Way

#### FOR GRADUATES

**301-302.** Seminar in Aristophanes.—The student is required to read the eleven comedies, to prepare an analysis of one or two plays and discuss important literary and historical questions suggested by them, and to write critical and exegetical commentaries on selected passages. **6 s.h.** 

PROFESSOR PEPPLER

[Not offered in 1931-1932]

**303-304.** Seminar in the Greek Historians.—Similar to course 301-302 in that the student reads prescribed portions of Herodotus and Thucydides, analyzes a book of Thucydides, and prepares commentaries on selected passages. **6 s.h.**Professor Peppler

[Not offered in 1931-1932]

305-306. Seminar in the Attic Orators.—The character of the work is similar to that of courses 301-302 and 303-304. 6 s.h.

PROFESSOR PEPPLER

Graduate students of Duke University may attend the American School of Classical Studies in Athens, Greece, without charge for tuition, and are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology

and one in the language, literature and history of ancient Greece, each with a stipend of \$1,400, that are awarded mainly on the basis of examinations held in the beginning of March of each year.

# DEPARTMENT OF HISTORY

#### AMERICAN HISTORY

#### FOR SENIORS AND GRADUATES

- 203. The Union, Confederacy, and Reconstruction.—Among the subjects considered are constitutional theories and sectional controversies, the rise of secession, the military strategy and conduct of the Civil War, constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. M.W.F. fourth period. First semester. 3 s.h.

  PROFESSOR BOYD
- 210. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the Confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. 6 s.h.

  PROFESSOR BOYD

[Not offered in 1931-1932]

- 230. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. M.W.F. fourth period. Second semester. 3 s.h.

  PROFESSOR BOYD
- 231. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations, M.W.F. second period, First semester. 3 s.h.

PROFESSOR RIPPY

232. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. M.W.F. second period. Second semester. 3 s.h.

DR. LANNING

#### FOR GRADUATES

306. Southern History, 1763-1860.—The rôle of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are political ideals and political parties, southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. First semester, M.F. at 4-6. 4 s.h.

PROFESSOR BOYD

[Not offered in 1931-1932]

- 307. The Colonial Period, 1606-1763.—Emphasis is placed on certain typical institutional and social origins and the development of British policy toward the colonies. M. 4-6. 4 s.h. Professor Boyd [Not offered in 1931-1932]
- **315.** Seminar in Southern History.—Selected topics in the development of the South Atlantic region, chosen from year to year, in different periods in its development. W. 4-5. 2 s.h.

  PROFESSOR BOYD
- 321. Studies in the Diplomatic History of the United States.—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of South-American diplomatic relations and to investigate related topics in chosen fields from year to year. These fields are: (a) Independence movement of Latin America, (b) Latin-American Foreign Relations, (c) Sectionalism and American Foreign Relations. W. 4-6. 4 s.h.

  PROFESSOR RIPPY

# EUROPEAN HISTORY

#### FOR SENIORS AND GRADUATES

- 204. English Constitutional History.—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of British government as it exists today.

  PROFESSOR LAPRADE [Not offered in 1931-1932]
- 217. Europe Since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. 6 s.h.

ASSOCIATE PROFESSOR CARROLL

[Not offered in 1931-1932]

218. The History of the European Proletariate.—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems will be emphasized: the decline of serfdom, the growth of an urban working class, social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries.

ASSOCIATE PROFESSOR CARROLL

[Not offered in 1931-1932]

222. Early Modern History.—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. T.Th.S. first period. 6 s.h.

ASSISTANT PROFESSOR NELSON

226. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, the development of ecclesiastical, feudal, monarchical, and communal institutions, the relations of church and state, the use of universities, vernacular literature, philosophy and art, 300-1300 A.D. T.Th.S. second period. 6 s.h.

ASSISTANT PROFESSOR MACKAY

#### FOR GRADUATES

305. A Seminar in the History of England and the British Empire.—The work consists of practical training in the methods of historical research based on sources for modern British history. F. 7-8. 2 s.h.

PROFESSOR LAPRADE

- 325. British Nationality and Public Opinion.—A study of the various political and social groups that have contended for the control of English politics and government since the sixteenth century, the methods by which they sought to exercise that control, and the resulting influence on national ideals. T. 4-6. 4 s.h.

  PROFESSOR LAPRADE
- 327. Modern Phases of the English Constitution.—A brief review of the medieval constitution, followed by a more intensive study of certain aspects of its development in the sixteenth, seventeenth, and eighteenth centuries. 4 s.h.

  PROFESSOR LAPRADE

[Not offered in 1931-1932]

328. Foundations of the British Empire.—The growth of the British trade and colonization in the sixteenth, seventeenth, and eighteenth centuries, including the causes in Great Britain of the American Revolution. T. 4-6. 4 s.h.

PROFESSOR LAPRADE

[Not offered in 1931-1932]

#### THE TEACHING OF HISTORY

FOR SENIORS AND GRADUATES

212. The Teaching of History and Civics.—The work in the first semester consists of a discussion of the question of aims and values in teaching history and civics, textbooks, programs of study, methods of instruction, the use of maps and pictures, and some consideration of the problems of teaching history in the elementary schools. The second semester is devoted chiefly to the making and presenting of lesson-plans for use in the high school, to making assignments, and to other problems of high school teaching. T.Th.S. fourth period. 6 s.h.

ASSOCIATE PROFESSOR SHRYOCK

#### BIBLIOGRAPHY

FOR GRADUATES

**326.** Historiography and Bibliography.—A survey of the development of historical writing, and examination of the greater collections of historical sources, and a consideration of the inter-relationship of history and other branches of social knowledge. **2 s.h.** Hours to be arranged.

MEMBERS OF THE DEPARTMENT

## DEPARTMENT OF LATIN AND ROMAN STUDIES

FOR SENIORS AND GRADUATES

201. Roman Fiction.—
[Not offered in 1931-1932]

202. Early Latin Christian Writers.—
[Not offered in 1931-1932]

**203-204.** Epic Poetry.—
[Not offered in 1931-1932]

205-206. Roman and Dramatic Literature.—Select Comedies of Plautus and Terence, and select Tragedies of Seneca. M.W.F. fourth period.
6 s.h. Professor Anderson or Assistant Professor Gates

207-208. Roman Philosophy.—Lucretius: De Rerum Natura; selected readings from the philosophical works of Cicero and Seneca. M.W.F. third period. 6 s.h.

PROFESSOR ANDERSON OR ASSISTANT
PROFESSOR GATES

209-210. Vulgar Latin and Introduction to Romance Philology.—[Not offered in 1931-1932]

215. Introduction to Roman Archaeology and Art.—
[Not offered in 1931-1932]

216. Topography and Monuments of Ancient Rome.—[Not offered in 1931-1932]

FOR GRADUATES

**301-302. Roman Life.**—
[Not offered in 1931-1932]

309-310. Sight Reading and Composition.—
[Not offered in 1931-1932]

311-312. Latin Inscriptions.—[Not offered in 1931-1932]

**321-322. Seminar in Plautus.**[Not offered in 1931-1932]

325-326. Linguistics.—The forms and flexions of Latin and Greek; the development of the study of syntax among the Greeks; the historical syntax of Latin. T.F. at 3. 6 s.h. Professor Anderson

331-332. Roman Historical Literature.—Comprehensive readings in the Latin historians; lectures and reports. (Does not duplicate course S331 offered in the Summer School.) T.Th. at 10:40. 6 s.h.

PROFESSOR ROSBOROUGH

341-342. The Alexander Romance.—The Romance in its original form and content; and its ramifications, accretions, and modifications in the

East, West, North, and South. Prerequisite: an undergraduate major, or its equivalent, in Latin or Greek, and a satisfactory reading knowledge of both languages. 6 s.h. Professor Anderson

**351-352.** Seminar.—Training in Criticism and Research.—The work will be based on Martial or Catullus. *M.Th. at 3:00.* **6 s.h.** 

PROFESSOR ROSBOROUGH

# DEPARTMENT OF MATHEMATICS

The department offers basic courses in each of the main divisions of mathematics, namely, algebra, analysis, geometry, and applied mathematics.

Because of the important mathematical literature which is written in the French and German languages, all students taking graduate work in mathematics should have a practical reading knowledge of these lan-

guages near the beginning of their graduate study.

As the Ph.D. degree is a research degree the original dissertation is the most important of the formal requirements. A candidate for the Ph.D. degree should have in mind the dissertation requirement from the outset and plan his courses accordingly. The department is at present best prepared to direct dissertations in analysis, though occasionally provision may be made for a dissertation in algebra or geometry.

The master's degree with major in mathematics will be awarded primarily on the basis of scholarship. For it the thesis may be an exposition of results already known. Each candidate for the master's degree must take a group of basic courses approved by the department.

Graduate students are expected to have undergraduate credit for a number of the courses listed below before they begin their program of graduate work. Students who have not had any of these courses and who desire to become candidates for the master's degree must take at least six semester-hours of such work in addition to the general requirements specified for this degree. This work should be done in the summer session prior to the year of residence.

All the courses listed will not be given every year.

# FOR SENIORS AND GRADUATES

201. History of Mathematics.—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. M.W.F. third period. 3 s.h.

PROFESSOR RANKIN

Prerequisite, course 30.

204. Teaching of Mathematics.\*—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. 3 s.h.

PROFESSOR RANKIN

Prerequisite, course 30.

<sup>\*</sup> This course carries graduate credit only for students whose major subject is education.

225. Theory of Equations and Determinants .- 3 s.h.

ASSISTANT PROFESSOR DALE

Prerequisite, course 25.

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. 3 s.h.

PROFESSOR ELLIOTT

Prerequisite, course 30.

235. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. 6 s.b.

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 25.

239-240. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. 6 s.h.

PROFESSOR ELLIOTT

Prerequisite, course 30.

250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high school geometry. 3 s.h.

PROFESSOR RANKIN

Prerequisite, course 25.

255-256. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations, 6 s.h.

Assistant Professor Thomas

Prerequisite, course 25.

259-260. Analytic Geometry of Space.—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. 6 s.h. Professor Elliott

Prerequisite, course 25.

275. Probability.—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, the probability integral statistics. 3 s.h.

ASSISTANT PROFESSOR MILES

Prerequisite, course 30.

276. Probability.—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, applications. 3 s.h.

ASSISTANT PROFESSOR MILES

280. Fourier's Series and Spherical Harmonics.—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. Either semester. 3 s.b.

ASSISTANT PROFESSOR DALE

Prerequisite, course 30.

281. Elementary Potential Theory.—Fields of force; Newtonian potentials due to volume and to surface distributions. Primarily for students who are interested in mathematical physics. 3 s.h.

ASSISTANT PROFESSOR MILES

Prerequisite, course 30.

284. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. T.Th.S. first period. 3 s.h.

Professor Elliott Prerequisite, course 30.

#### FOR GRADUATES

- 325. Functions of a Real Variable.—A study of some of the modern theories of integration, particularly those of Lebesgue, Stieltjes and Daniell. M.W.F. second period. 6 s.h. Assistant Professor Miles Prerequisite, course 240.
- **330.** Theory of Functions of a Complex Variable.—Study of analytic functions; conformal representation; the theory of infinite series and products with application to hyperbolic and Gamma functions; study of double-periodic functions. *T.Th. afternoon.* **6 s.h.**

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 240.

**335-336.** Infinite Series.—The theory of convergence and the algebraic and functional properties of series; special types of series; infinite products; divergent series. *M.W.F. third period.* **6 s.h.** 

ASSISTANT PROFESSOR DALE

Prerequisite, course 239-240.

- 340. Integral Equations.—A study of the Volterra and Fredholm integral equations with special reference to their application to boundary problems of differential equations. 6 s.h. Professor Elliott Prerequisite, courses 231, 239-240.
- 342-343. Theory of Differential Equations.—Existence and nature of solutions of ordinary differential equations, algebraic theory of linear differential systems, boundary problems. 6 s.h. PROFESSOR ELLIOTT Prerequisites, courses 231, 239-240.
- 345. Calculus of Variations.—This course will take up the study of the calculus of variations after the methods of Euler, Jacobi, Weierstrass, and Bolza. 6 s.h.

  Assistant Professor Hickson Prerequisite, course 239-240.
- 350. Differential Geometry.—An elementary course in differential geometry. A study of the differential geometry of curves, surfaces, and curves on surfaces. 6 s.h.

  Assistant Professor Thomas Prerequisites, courses 231, 239-240.

355. Algebraic Geometry.—The general theory of algebraic curves with applications to cubic curves. Study of certain types of transformations.

Assistant Professor Dale

Prerequisite, course 255.

375. Partial Differential Equations.—A study of some of the important types of differential equations of mathematical physics. 6 s.h.

ASSISTANT PROFESSOR MILES

Prerequisites, courses 231, 239-240.

**380-381. Potential Theory.**—Properties of harmonic functions. Boundary value problems for potentials of a single and of a double layer. **6 s.h.**Assistant Professor Miles

Prerequisite, course 325 unless the two courses are taken simultaneously.

## DEPARTMENT OF PHILOSOPHY

FOR SENIORS AND GRADUATES

201-202. The Philosophy of Art.—Study of the various phases of the aesthetic experience and forms of beauty with analysis of examples. Particular attention will be given to recent writers on aesthetics. Lectures, discussion, and reports. T.Th.S. first period. 6 s.h.

PROFESSOR GILBERT

203-204. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's The World of Values. T.Th.S. fourth period. 6 s.h.

PROFESSOR CRANFORD

205-206. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. M.W.F. third period. 6 s.h.

Professor Widgery

[Not offered in 1931-1932]

207-208. Political Philosophy.-6 s.h.

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Professor	

[Not offered in 1931-1932]

209-210. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, reports. M.W.F. third period. 6 s.h.

PROFESSOR WIDGERY

211-212. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of the

nineteenth century. Lectures, study of texts, reports. M.W.F. fourth period. 6 s.h. Professor Widgery

- 213-214. History of Aesthetic.—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. M.T.Th. fourth period. 6 s.h.

  PROFESSOR GILBERT
- 215-216. Contemporary Philosophy.—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discussions, and reports. M.W.F. fourth period. 6 s.h.

PROFESSOR WIDGERY

[Not given in 1931-1932]

217-218. Plato and Aristotle.—T.Th.S. second period. 6 s.h.
ASSISTANT PROFESSOR

219-220. Stoics, Epicureans, Eclectics, and Neoplatonists.—6 s.h.

Assistant Professor —

ASSISTANT

[Not given in 1931-1932]

221. Spinoza.—Detailed study of Spinoza's works showing the development of his own thought and his relation to his contemporaries. Lectures and reports. M.W.F. fourth period. 3 s.h. Professor Gilbert

222. Kant .--

PROFESSOR CRANFORD

[Not given in 1931-1932]

- 223. Idealism and Rationalism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. T.Th.S. third period. 3 s.h.

  PROFESSOR CRANFORD
  - 224. Realism and Empiricism.-3 s.h.

Professor -

[Not given in 1931-1932]

- 225. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's Christian Ethics. T.Th.S. third period. 3 s.h.

  PROFESSOR CRANFORD
  - 226. Outlines of the History of Ethics.—3 s.h.

PROFESSOR WIDGERY

[Not given in 1931-1932]

#### FOR GRADUATES ONLY

301-302. Seminar in Advanced Logic.—Time to be arranged.

Assistant Professor

303-304. Seminar in Philosophy.—For the discussion of special problems, chiefly metaphysical. Two hours a week throughout the year.

4 s.h.

PROFESSOR WIDGERY

# DEPARTMENT OF PHYSICS

#### FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students but are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester hours in Physics is presumed in all of the following courses.

201-202. Principles of Radio Transmission and Reception.—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators and transformers, and the various methods of detecting electro-magnetic waves. 6 s.h.

Assistant Professor Collins

Prerequisite, course 207 or its equivalent and the calculus.

- 203-204. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. 6 s.h.

  Assistant Professor Collins
- 205. Physical Optics.—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The laboratory work is based on Taylor's Advanced Optics. Two lectures and one 3 hour laboratory period per week. 3 s.h.

  PROFESSOR HATLEY
- 206. Modern Physics.—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. 3 s.h.

  PROFESSOR HATLEY
- 207-208. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's Electricity and Magnetism is used as a basis for the lectures. Three lectures per week, throughout the year. 6 s.h. Mr. Constant
- 209. Thermodynamics.—Thermodynamics is the science on which is based all of the physico-chemical sciences. This introductory course deals with basic principles freed from all unnecessary complications. Hence, it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies.

  3 s.h.

  PROFESSOR EDWARDS

[Offered in alternate years with course 207-208]

211-212. History of Physics.—A rapid review of the fundamental laws of Physics developed from the historical point of view. 2 s.h. First or second semester.

PROFESSOR EDWARDS

#### FOR GRADUATES

301-302. Advanced Physical Laboratory.—Mechanics, heat, radiation, electrical measurements, ionization, and radio activity. This course involves exact measurements in all the fields indicated. Classical experiments are repeated by much the same methods as were employed by the original investigators. Two laboratory periods and one conference period per week.

Mr. Constant Assisted by Staff

**303-304. Kinetic Theory of Gases and Statistical Mechanics.**—Fundamental ideas of equations of state, laws of gases, Maxwell's distribution law, viscosity, diffusion, thermal conductivity and specific heat.

In the second semester a comparison will be made of the methods of ordinary and statistical mechanics. Properties of statistical ensembles will be discussed with applications to the Maxwell-Boltzmann distribution law, energy partition, etc. Modifications brought about by quantum theory will be discussed and applied to specific heats, the absorption and emission of radiation, and collisions of the first and second kinds. 6 s.h.

To alternate with Physics 315-316.

ASSISTANT PROFESSOR NIELSEN

305-306. Theoretical Physics.—This is an advanced course in general physics and serves as an introduction to the mathematical theory of dynamics, electricity and magnetism, hydro-dynamics, thermodynamics and kinetic theory. 8 s.h.

Assistant Professor Nielsen

307-308. Light .- 6 s.h.

PROFESSOR HATLEY

- 309. Conduction of Electricity Through Gases.—Electron theory of gaseous conduction. First semester. 3 s.h. Professor Edwards
- **312.** Spectroscopy.—A laboratory course interspersed with occasional lectures dealing with standard practice in spectroscopy. Second semester, M.W.F. at 8:40. 3 s.h. Professor Edwards
- 313-314. Thermionic Vacuum Tubes and Radio-Frequency Measurements.

  —A laboratory course in radio measurements. Course 201, 202 is a prerequisite of this course. 6 s.h. Assistant Professor Collins
- 315-316. Quantum Theory.—The application of quantum theory to the interpretation of line and band spectra, their fine and hyperfine structure, Zeeman effect and Stark effect. The first part of the course will present the approximate mechanical models of atoms and will be followed by applications of wave mechanics to atomic structure. To alternate with Physics 303-304. 6 s.h.

  Assistant Professor Nielsen
- 317. Advanced Dynamics.—A course dealing with the more advanced phases of dynamics and considering such topics as Hamilton's Principle,

generalized coördinates, oscillatory and cyclic motion, criteria of equilibrium, and the Newtonian potential theory.

Prerequisites, Advanced calculus and Physics 203, 204 or its equiva-

lent. Differential equations may be taken concurrently. 3 s.h.

MR. CONSTANT

- 320. X-Rays and Radioactivity.—The properties of X-rays are interpreted in terms of the interaction between radiation and electrons, and recent theories of atomic structure. A short study of crystal structure is included. The structure of the atom is further developed on the basis of radioactivity. 3 s.h.

  Mr. Constant
- 321-322. Electrodynamics.—A theoretical study of electromagnetic fields based on the special theory of relativity. The fundamental laws of electricity and magnetism are deduced, and the field, motion and radiation of a moving electron are studied. Applications to recent experiments are included. A short introduction to vector analysis is given.

  6 s.h.

  Mr. Constant
- 350. Physics Seminar.—Advanced study in various fields of contemporary physics. Topics will vary from year to year. The program for 1931-32 will be selected from the following: (a) The Electron Theory of Solids (Edwards); (b) The Raman Effect and its application (Hatley); (c) Applications of Wave Mechanics to Problems in Modern Physics (Nielsen); (d) Applications of the Thermionic Vacuum Tube to Modern Research (Collins); (e) Recent Studies in Magnesium (Constant).

THE STAFF

# DEPARTMENT OF PSYCHOLOGY

First semester courses have odd numbers, the second semester courses even numbers.

#### FOR SENIORS AND GRADUATES

- 201. Social Psychology.—T.Th., second period. 2 s.h
  PROFESSOR McDougall
- 203. Psychology of Aesthetics.—T.Th.S., third period. 3 s.h.
  Associate Professor Lundholm
- 205. Psychology of Reasoning.—M.W.F., fourth period. 3 s.h.
  ASSISTANT PROFESSOR RHINE
- 206. Psychology of Character and Conduct.—M.W.F., fourth period.

  3 s.h. Assistant Professor Rhine
- 207. Advanced Laboratory Psychology.—M.W.F., fifth and sixth periods.

  3 s.h. Assistant Professor Zener
- 208. Neurological Foundations of Psychology.—M.W.F., fifth and sixth period. 4 s.h.

  Assistant Professor Zener

209A. Advanced Experimental Psychology.—T.Th.S., first period. 3 s.h.

Assistant Professor Zener

210. Physiological Psychology.-4 s.h.

ASSISTANT PROFESSOR ZENER

[Omitted in 1931-1932]

211. Psychology of Personality.—3 s.h. [Omitted in 1931-1932]

ASSISTANT PROFESSOR RHINE

212. History and Critical Survey of Psychical Research.—
[Omitted in 1931-1932]

ASSISTANT PROFESSOR RHINE

213. Abnormal Psychology.—M.W.F., third period. 3 s.h.

Associate Professor Lundholm

214. Introduction to Research in Abnormal Psychology.—Time to be arranged. 3 s.h. Associate Professor Lundholm

216. Schools of Abnormal Psychology.—Seminar, two hours twice a week, times to be arranged. 4 s.h. Associate Professor Lundholm

#### FOR GRADUATES

301. Seminar.—T. 4-6 b.m.

PROFESSOR McDougall

302-303. Seminar in Psychology of Religion.—Two hours a week at times to be arranged. 4 s.h. Professor Hickman

#### DEPARTMENT OF RELIGION\*

#### NEW TESTAMENT

FOR SENIORS AND GRADUATES

- 213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. M.W.F. second period. 6 s.h. PROFESSOR BRANSCOMB
- 217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. T.Th.S. second period. 3 s.h. Professor Branscomb
- 218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. T.Th.S. second period. 3 s.h.

PROFESSOR RUSSELL

219. Life of Paul.—A study of Paul's life on the basis of Acts and the epistles. Consideration is given to Paul as a man, the factors enter-

<sup>\*</sup> Candidates for the degree of Master of Arts in the School of Religion must comply with the special requirements printed on page — of this catalogue.

ing into his character, and his permanent contribution to the world.

M.W.F. second period. 3 s.h.

PROFESSOR MYERS

#### FOR GRADUATES

- 311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213. Th.F.S. third period. 3 s.h. Professor Branscomb
- 312. New Testament Theology.—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. T.Th.S. third period. 3 s.h. Professor Branscomb
- 313. The Exegesis of Selected Books of the New Testament.—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. Th.F.S. third period. 3 s.h. Professor Branscomb
- 314. The Exegesis of Selected Books of the New Testament.—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. T.Th.S. fourth period. 3 s.h.

PROFESSOR BRANSCOMB

315. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. Th.F.S. third period. 3 s.h.

PROFESSOR BRANSCOMB

[Not offered in 1931-1932]

316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. Th.F.S. third period. 3 s.h.

PROFESSOR RUSSELL

[Not offered in 1931-1932]

# OLD TESTAMENT

#### FOR SENIORS AND GRADUATES

- 201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. T.Th.S. first period. 6 s.h.

  Professor Godbey
- 203-204. Introduction to the Old Testament.—The origin, literary form and contents of the books of the Old Testament in their historical setting. M.W.F. first period. 6 s.h. Professor Russell

#### FOR GRADUATES

**301.** Old Testament Theology.—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. *M.T.W. third period.* **3 s.h.** 

PROFESSOR RUSSELL

302. The Exegesis of Selected Books of the Old Testament.—The books to be studied will be chosen from the following list: Job, Second Isaiah,

Zechariah, the Psalms. The study will be based on the English text.

M.T.W. third period. 3 s.h.

Professor Russell.

- 305-306. Pre-Mosaic Hebrew Religion.—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. M.W.F. fourth period. 6 s.h.

  PROFESSOR GODBEY
- **307-308.** The Old Testament in Hebrew.—Parts of the pentateuch are read during the first semester. Selections from the prophets are the basis for the study in the second semester. Prerequisite, Old Testament 201-202 or equivalent. M.W. at 4. 6 s.h.

  PROFESSOR GODBEY
- **309-310.** Ancient Oriental History.—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. *M.T.W. first period.* **6 s.h.** Professor Godbey

#### CHRISTIAN DOCTRINE

#### FOR GRADUATES

- **321.** Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. *M.W.F. first period.* **3 s.h.** Professor Rowe
- **322.** The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of religious thought and experience of the present age. M.W.F. first period. **3 s.h.**

PROFESSOR ROWE

**323.** Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. *M.T.W. second period.* **3 s.h.** 

PROFESSOR ROWE

[Not offered in 1931-1932]

324. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. M.T.W. second period. 3 s.h. Professor Rowe

[Not offered in 1931-1932]

- **325.** Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. *M.T.W. second period.* **3 s.h.**PROFESSOR ROWE
- **326.** Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. M.T.W. second period. **3 s.h.**

PROFESSOR ROWE

#### HISTORY OF RELIGION AND MISSIONS

FOR SENIORS AND GRADUATES

- 281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. T.Th.S. second beriod. 3 s.h.

  PROFESSOR CANNON
- 282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. T.Th.S. second period. 3 s.h.

Professor Cannon

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. T.Th.S. third period. 3 s.h.

PROFESSOR CANNON

284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. T.Th.S. third period. 3 s.h.

PROFESSOR CANNON

#### FOR GRADUATES

**381.** Leading Ideas of Religion.—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. second period. **3 s.h.** 

PROFESSOR CANNON

- **382.** Leading Ideas of Religion.—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. second period. **3 s.h.**Professor Cannon
- 383. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion and Missions 282.

  M.W.F. second period. 3 s.h.

  PROFESSOR CANNON

[Not offered in 1931-1932]

384. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. M.W.F. second period. 3 s.h.

PROFESSOR CANNON

[Not offered in 1931-1932]

**385.** Christianity and World Movements.—Relation of Christianity to significant world movements, race, war, industry, world peace. *T.Th.S.* third period. **3 s.h.** Professor Cannon

[Not offered in 1931-1932]

**386.** Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualifications and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. T.Th.S. third period. **3 s.h.** Professor Cannon

[Not offered in 1931-1932]

#### CHURCH HISTORY

#### FOR SENIORS AND GRADUATES

- 233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. M.W.F. third period. 3 s.h. PROFESSOR GARBER
- 234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. M.W.F. third period. 3 s.h.

PROFESSOR GARBER

#### FOR GRADUATES

- 333. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. M.T.W. fourth period. 3 s.h.

  PROFESSOR GARBER
- 334. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education and modern theological issues. Prerequisite, Church History 233-234.

  M.T.W. fourth period. 3 s.h.

  PROFESSOR GARBER
- 335. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist church in America, and distinctive principles of Methodism. Prerequisite, Church History 233-234. M.W.F. second period. 3 s.h. Professor Garber
- 336. Great Men of the Christian Church.—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. M.W.F. second period. 3 s.h. PROFESSOR GARBER
- 337. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, empha-

sizing the papacy in the age of nationalism; relations of church and state; German theology of the nineteenth century; and the Oxford movement. Prerequisite, Church History 233-234. M.W.F. second period.

3 s.h. Professor Garber

[Not offered in 1931-1932]

#### RELIGIOUS EDUCATION

#### FOR SENIORS AND GRADUATES

**261.** Administration and Supervision of Religious Education.—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. *T.Th.S. fourth period.* **3 s.h.** 

PROFESSOR VIETH

**262.** Surveys, Tests, and Measurements.—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. *T.Th.S. fourth period.* **3 s.h.** 

PROFESSOR -

- 263. Types and Technique of Religious Teaching.—The course attempts to give a clear conception of the principles of religious teaching and of analysis and criticism of the various types of teaching technique. Special attention is given to the project method and group discussion.

  M.W.F. first period. 3 s.h.

  PROFESSOR SPENCE
- 265. Curriculum of Religious Education.—Study of various theories of the curriculum of religious education, conception of the curriculum as enriched and controlled experience, analysis of existing curricula and critical evaluation of same. T.Th.S. first period. 3 s.h.

PROFESSOR VIETH

267. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. M.W.F. first period. 3 s.h.

PROFESSOR SPENCE

[Not offered in 1931-1932]

268. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. M.W.F. first period. 3 s.h.

[Not offered in 1931-1932]

PROFESSOR SPENCE

269. Principles and Program of Character Education.—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious

education, the development of character education in the public schools will also be carefully surveyed. T.Th.S. first period. 3 s.h.

Professor -

270. Religious Education in the Home.—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. T.Th.S. first period. 3 s.h.

Professor -

- 272. Philosophy of Religious Education.—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 261. M.W.F. second period. 3 s.h.

PROFESSOR VIETH

273. Curriculum Construction.—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. M.W.F. first period.

3 s.h. Professor Spence

[Not offered in 1931-1932]

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. T.Th.S. first period. 3 s.h.

Professor Hickman

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education 275 or its equivalent. T.Th.S. first period. 3 s.h.

PROFESSOR HICKMAN

#### FOR GRADUATES

**371.** The Religious Experience of the Child.—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. *M.T.W. third period.* **3 s.h.** 

PROFESSOR HICKMAN

**372.** The Religious Experience of Youth.—(Continues the study begun in Religious Education 371 and is along the same lines.) Prerequisite, one course in general psychology. *M.T.W. third period.* **3 s.h.** 

PROFESSOR HICKMAN

373. The Psychology of Mysticism.—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education 275 or equivalent. M.W.F. third period. 3 s.h.

Professor Hickman

[Not offered in 1931-1932]

377-378. Seminar in the Psychology of Religion.—Theories of self and related problems in the philosophical aspects of psychology and their bearing on religious theory. For advanced sutdents in philosophy, psychology, or psychology of religion. Two hours per week throughout the year. 4 s.h.

Professor Hickman

#### HOMILETICS AND PRACTICAL THEOLOGY

#### FOR SENIORS AND GRADUATES

- 251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. T.Th.S. first period. 3 s.h.

  PROFESSOR ORMOND
- 252. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program.

  7. Th.S. first period.

  8.h. PROFESSOR ORMOND

# FOR GRADUATES

343. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. T.Th.S. second period. 3 s.h.

Professor Hickman

[Not offered in 1931-1932]

344. History of Preaching.—An historical study of the development of Christian preaching from the apostolic period to the present time. Emphasis is laid upon the personality and the homiletical methods of great preachers, studied in their true historical perspective. T.Th.S. second period. 3 s.h.

PROFESSOR HICKMAN

[Not offered in 1931-1932]

#### DEPARTMENT OF ROMANCE LANGUAGES

FOR SENIORS AND GRADUATES

215-216. The Modern French Novel.—A survey from Madame de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique. 6 s.h.

PROFESSOR JORDAN

217. The French Language.— French phonetics, composition, dictation.

6 s.h. Professor Webb

- 218. Materials and Methods.—After a survey of the high school course typical selections for reading are studied as the basis for exercises in writing and speaking French. 3 s.h.

  PROFESSOR WEBB
- 219. Old French.—An introduction to the Old French language and literature. Brief study of Old French grammar; the Chanson de Roland; lectures. 3 s.h. PROFESSOR COWPER
- 220. Old French.—Types of Old French literature. Reading of typical Romans d'aventure; lectures. 3 s.h. Professor Cowper
  - 221. Rousseau and the Beginnings of Romanticism .- 3 s.h.

PROFESSOR COWPER

[Not offered when Old French is given.]

#### FOR GRADUATES

323-324. Realism and Naturalism.—A study of the literary and critical theories underlying the movements of realism and naturalism. Representative authors of the period 1850-90 are read, and individual problems are assigned, mainly in the field of the novel. 6 s.h.

PROFESSOR JORDAN

325-326. Sixteenth Century Prose.—Prose writers of the sixteenth century. 6 s.h.

Assistant Professor Walton

# DEPARTMENT OF SOCIOLOGY

FOR SENIORS AND GRADUATES

- 205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. First semester, T.Th.S. second period. 3 s.h.

  Professor Jensen
- 206. Criminology.—Prerequisite, course 1. A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. Second semester, T.Th.S. second period. 3 s.h. Professor Jensen
- 212. Child Welfare.—A study of heredity and environment as factors in personality development; infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. M.W.F. second period. 3 s.h. Professor Jensen

213. Constructive Social Policies.—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. 2 s.h.

[Not offered in 1931-1932]

215. Rural Sociology.—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied such as the drift to the cities, farming as an occupation, land problems, farm labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, the social center. 3 s.h.

[Not offered in 1931-1932]

216. Urban Sociology.—A study of the organization and social problems of urban communities, with special reference to social technology or the improvement of social and living conditions. The following subjects are treated: Municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. 3 s.h.

[Not offered in 1931-1932]

- 217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. M.W.F. third period. 3 s.h. Professor Ellwood
- 218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. M.W.F. second period. 3 s.h. Professor Ellwood
- 227. Emigration and Immigration.—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society; origin and characteristics of immigrant groups and their organization in the New World; problems, agencies and processes of assimilation. T.Th.S. first period. 3 s.h.

  Professor Jensen
- 219. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. First semester, T.Th.S. second period. 3 s.h.

PROFESSOR ELLWOOD

222. Methods of Social Research.—A study of the various methods of research and investigation that can be applied to the study of social phenomena. Considerable time is given to the study of social statistics and the social survey. Special problems are assigned for research and field work. T.Th.S. first period. 3 s.h.

Professor Jensen

220. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumplowicz, Ratzenhofer, and Ward, will, among others, be considered. A large amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. Second semester, T.Th.S. second period. 3 s.h. Professor Ellwood

#### FOR GRADUATES

- **301.** Sociology and Religion.—A study of the principles of sociology in their bearing upon religion, and especially upon Christian social ideals. Prerequisite, eighteen hours of undergraduate work in the social sciences, namely, in Sociology, History, Economics, Political Science, Psychology, and Philosophy. M.W.F. second period. **3 s.h.** Professor Jensen
- 330. Seminar.—Research work upon special problems in sociology and social work. One hour session each week throughout the year. 2 s.h.

  PROFESSORS ELWOOD AND JENSEN

# THE SUMMER SCHOOL

The Duke University Summer School is divided into two terms of six weeks each. Many courses giving graduate credit are offered by members of the University Faculty and by visiting professors. A bulletin containing information regarding the graduate courses to be offered during the summer of 1931 may be obtained by addressing the Director of the Summer School, Duke University, Durham, N. C. Summer school graduate students who desire to be admitted as candidates for advanced degrees should make application to the Dean of the Graduate School and furnish official transcripts of the work done for the bachelor's degree. Such application may be made by correspondence, or in person during the first week of each summer term.

# FEES AND OTHER EXPENSES

# GENERAL FEES

All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until his fees have been paid. Graduate students are required to pay the following fees:

Matriculation, per semester\$ 25.0	00
Tuition, per semester	00
*Room rent, per semester 50.00 to 75.0	00
Library fee, per semester 5.0	00
Athletic fee, admitting students to all athletic contests held on the	
University grounds, per semester 5.0	00
†Damage fee, payable annually at the September registration 1.0	00
Medical fee, payable each semester	00
Commencement fee, payable once by graduate students, in the last	
semester before a degree is conferred	00
Diploma fee, payable by candidates for degrees in the second	
semester 5.0	00

## SPECIAL FEES

Graduate students in the sciences are required to pay the special laboratory fees for courses as fixed by the various departments.

#### TRANSCRIPTS

A student desiring to transfer from Duke University to another institution is entitled to one transcript of his record. A charge of one dollar is made for each additional copy.

# TEACHERS TAKING GRADUATE COURSES

For the purpose of aiding North Carolina teachers in their professional preparation, Duke University grants a special tuition rate to members of the faculties of near-by schools and colleges who desire to register during the regular academic session for one or two graduate courses. For such courses a teacher is required to pay a registration fee of \$5.00 at the be-

<sup>\*</sup> The reservation fee of \$5.00, payable on or before August 1, is deducted from the rent for the first semester.

† Any surplus remaining in this fund at the end of a year is applied to some student activity.

ginning of each semester and a tuition fee of \$3.00 for each semester-hour of work, together with any regular laboratory fees which may be required in these courses.

Instructors, part-time instructors, members of the library staff, other similar members of the University staff, and ministers of nearby churches may be included under the above provision by the Dean of the Graduate School, provided such persons are not receiving more than one-half credit for residence in meeting the requirements for advanced degrees.

The special tuition rate for teachers does not apply in any case to the holders of fellowships, graduate scholarships, and graduate assistantships annually awarded in the Graduate School of Arts and Sciences.

# PAYMENTS TO FELLOWS AND SCHOLARS

Payments by the University of stipends to fellows and scholars are made in four installments, on November 25, January 25, March 25, and May 25. Fellows and scholars are required to pay the regular tuition fee and such additional fees as are ordinarily required of graduate students.

# ROOMS AND CONDITIONS OF RENTING THEM

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no shorter period than one semester. A room deposit of \$5.00 is required of each applicant for admission. This fee is deducted from the room charges at the time of registration for the fall semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the Treasurer's office, but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made on or before August 1.

A resident student who wishes to retain his room for the succeeding year must notify the office of the Director of the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. Unless a deposit of \$5.00 for each proposed occupant, in part payment of rent, is made by August 1, reservations are cancelled and the University is

free to rent the room to other students. When a room is once engaged by a student, no change will be permitted except with the consent of the Director of the Business Division. Leaving one room and occupying another without permission is strictly against the rule and will render the offender liable to charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The use of a room for merchandising of any kind is strictly forbidden.

The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

# DORMITORIES FOR MEN

On the West Campus there are three groups of dormitories, Craven, Crowell, and Kilgo. Each group forms a quadrangle enclosing a court. Sections O and P of Kilgo are reserved for the use of students of the Graduate School of Arts and Sciences.

# DORMITORY ROOMS FOR GRADUATE WOMEN

Four new dormitories built especially for women and newly and attractively furnished were opened in September, 1930. In each hall, serving as a center for the social life of the hall, are a large living-room, and three small reception rooms. The students' rooms are single, double, or arranged in suites of two rooms for two, three, or four students and are supplied with all necessary furnishings except towels, sheets, pillow-slips, blankets, and heavy bed coverings. All undergraduates from out of town are expected to live in the dormitories and no student under twenty-one is permitted to live outside of the dormitories unless with near relatives. Special arrangements may be made with the Dean by an older woman who wishes to live in town. Graduate students will be welcomed in the dormitories and special regulations will be made for their convenience. Heads of the halls, with the cooperation of the Student Council, have general charge of the social life of the halls. Connected with the dormitories by arcades is the Union, which includes dining rooms for students and faculty, a lounge, and other rooms for various student activities.

# BOARDING ACCOMMODATIONS

West Campus.—Beginning with the academic year 1930-31 the University opened its dining hall in the Union on the West

Campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.

The Union is the logical center of student activities for men, and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop is operated for the convenience of students and visitors.

Woman's College, East Campus.—The dining halls of the Woman's College are situated in the Union, the student center, on the East Campus. No resident woman student is permitted to board elsewhere than at this Union. Board is \$112.50 per semester.

# MEDICAL CARE

The University Physician, Dr. Joseph A. Speed, who maintains offices on the University Campus, has general charge of the health of the students. Adequate, first-class provision for caring for all sick students is made in the hospital of the Medical School of the University. Any student too ill to attend his college classes is taken to the Hospital. There is, in addition on the campus of the Woman's College, a well-equipped infirmary under the care of a resident nurse, where the less serious cases of illness may be treated.

However, it is clearly to be understood that any illness arising from other than unavoidable causes is not treated without charge by the University Physician or other staff members of the Hospital. Students suffering with such diseases must pay the cost of both medical treatment and hospitalization.

# ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a graduate student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses naturally depend upon the tastes and habits of the individual. The following table gives the necessary college expenses for one year:

LOW	MODERATE	LIBERAL
.\$200.00	\$200.00	\$200.00
. 50.00	50.00	50.00
. 100.00	125.00	150.00
. 225.00	225.00	225.00
. 20.00	25.00	30.00
. 22.50	30.00	45.00
. 3.00	3.00	3.00
. 10.00	10.00	10.00
. 10.00	10.00	10.00
. 1.00	1.00	1.00
4.00	4.00	4.00
.\$645.50	\$683.00	\$728.00
	.\$200.00 . 50.00 . 100.00 . 225.00 . 20.00 . 22.50 . 3.00 . 10.00 . 1.00	.\$200.00 \$200.00 . 50.00 50.00 . 100.00 125.00 . 225.00 225.00 . 20.00 25.00 . 22.50 30.00 . 3.00 3.00 . 10.00 10.00 . 1.00 1.00 . 4.00 4.00

# ADVANCED DEGREES CONFERRED, JUNE 4, 1930

#### MASTER OF ARTS

Alexander, Thomas Robert Anderson, Mildred Everett Balch, Clifford Perry Basler, Roy Prentice Brecher, Gerhard Karl Adolf Otto Brown, Adrian Ernul Carroll, James Elwood Chaffin, Nora Campbell Clark, Helen Dearmin Coleman, Thomas Rupert Cutter, Walter Airey De Bruyne, Jacob Marinus Anton \*Doob, Leonard William Dunkle, Margaret Robert Dunton, Alice Wedell \*Franko, Alfred M. Garner, George Lee Garrard, Annie Walker Gathings, James Anderson Gibson, William Marion Gill, H. Aurelia Gillaspie, Athey Graves Gillock, Emmie May Godard, James McFate Grant, Minnie Spencer Griffin, Mabel Jeannette Harris, Clarence Ligon \*Hayes, Walter Harold

Henry, Sibvl Highfill, Thomas Guthrie Hodges, Wiley Edward Keever, Homer Maxwell Lagerstedt, Kenneth Raymond Levenson, Jacob McEwen, Noble Ralph \*Maden, William Lerov Metler, Alvin Velbert \*Moffitt, Walter Volentine \*Morgan, Charles Henry Nicholson, Maude L. \*Ogden, Warren Cox Pridgen, Lorraine Isley Priepke, Rudolf Julius Pritchett, William Hendrick \*Robertson, Archibald Thomas, Ir. \*Ruddick, Girard Bliss Seav. Hibernia Shafer, Julia Simpson Starling, Mary Lee \*Trentham, Ina Rankin \*Trentham, Shannon Otis Trueblood, Paul Graham Weston, Neila Elaine Womack, John Gamble Wynne, Waller, Ir.

#### MASTER OF EDUCATION

Bell, Lila McLin Carroll, Charles Fisher, Jr. Harton, Benjamin Love \*Hough, J. Marie Craig Sasser, Roxie Johnson \*Smith. Sarah Olive

#### DOCTOR OF PHILOSOPHY

CHEN, WILLIAM YUANLUNG, A.B., M.A., Syracuse.

Dissertation: A Psychological Interpretation of Chinese Culture.

JENKINS, SANFORD SWINDELL, A.B., M.A., Duke.

Dissertation: The Catalytic Hydrogenation of Alpha-Diketones.

MANCHESTER, ALAN K., A.B., Vanderbilt; M.A., Columbia.

Dissertation: The Foundation of British Preëminence in Brazil.

PATTERSON, JOHN CLARKE, A.B., M.A., University of Texas.

Dissertation: Jose Maria Morelos-Mexican Revolutionary Patriot.

Pettigrew, Richard Campbell, A.B., Furman; M.A., University of North Carolina.

Dissertation: Milton in the Works of Emerson, Lowell and Holmes. Powell, Thomas Edward, Jr., A.B., Elon; M.A., University of North Carolina.

Dissertation: The Tobacco Beetle: Its Life History and Control.

SAYLOR, JOHN HENRY, A.B., Southern Methodist University; M.A., Duke.

Dissertation: A Study of the Solubility of Certain Organic Substances in Aqueous Solutions.

WOODY, ROBERT HILLIARD, Ph.B., Emory: M.A., Duke,

Dissertation: Studies in the Economic and Political Reconstruction of South Carolina.

<sup>\*</sup> Degree conferred in absentia.

# LIST OF GRADUATE STUDENTS

1930-31

[Note: This list includes the names of all personants during the twelve months preceding Comments symbol (S) indicates that the student took part or	ons registered as graduate stu- cement Day, June, 1931. The all of his graduate courses in
Abernathy, Ethel A.B. (Duke), German.	Fuquay Springs, N. C.
Ader, Olin Blair A.B., A.M. (Duke), Physics, Mathematics.	Winston-Salem, N. C.
Aiken, Leonora A.B. (Duke), French. (S)	Durham, N. C.
Alberson, Hazel Stewart  A.B. (Monmouth), Education, Latin. (S)	Asheville, N. C.
Alexander, Thomas Robert  A.B. (Davidson), B.D. (Union, Richmond Sociology.	Charlotte, N. C.
Allen, Robert James A.B. (Duke), Religion. (S)	Grubyville, S. C.
Altvater, Frederick Vernon A.B. (Duke), Economics.	Denver, Colorado
Anders, Annie Blair A.B. (Duke), Education, English. (S)	Gastonia, N. C.
Anderson, Ewing A.B. (University of Florida), A.M. (Duke),	Gainesville, Fla.
Anderson, John B. A.B. (Duke), German. (S)	Asheville, N. C.
Anderson, John David A.B. (College of Charleston), Education. (S)	North Charleston, S. C.
Anderson, Myrtle Smith A.B. (Duke), Education. (S)	Durham, N. C.
Anderson, Nelda A.B. (University of Richmond), Education.	Florence, S. C.
Anderson, Thomas, Jr. A.B. (Furman), Education, English. (S)	Greenville, S. C.
Armstrong, Noble Boyd A.B., A.M. (University of Florida), Educati	Jacksonville, Fla.
Balch, Clifford Perry A.B. (Franklin and Marshall), A.M. (Duke)	Mansfield, Pa.
Baldwin, Roger Sherman A.B., LL.B., M.L. (Yale), History.	Woodbury, Conn.
*Barber, Ruth Kerns A.B. (Duke) History, Economics, Political Se	Santa Fe, New Mexico
Barcus, Annie Edward A.B. (Southwestern), A.M. (Columbia), Eng	Sulphur Springs, Texas
Barker, Felix Scott A.B. (Duke), Psychology, Education. (S)	Durham, N. C.
D ' Di i	D 1 22 0

Durham, N. C.

Barringer, Blanche

A.B. (Duke), Religion, Philosophy.

Barrett, Priscilla Dixon A.B. (Duke), English. (S)	Durham, N. C.
Basler, Roy Prentice, Jr. A.B. (Central), A.M. (Duke), English.	Durham, N. C.
Bass, Martha	Milledgeville, Ga.
B.S. (Georgia State College for Women), His Bayne, Hazel Mae	Washington, D. C.
A.B., A.M. (George Washington), English. (	
Beales, Anne Carruthers A.B. (Randolph-Macon), Latin, History.	Boydton, Va.
Beard, Virginia Hicks A.B. (Duke), Education, (S)	Durham, N. C.
Beaven, George Francis	Hillsboro, Md.
B.S. (University of Maryland, and Washing (S)	ton College), Botany, Zoölogy.
Beavers, Hallie A.B. (North Carolina College for Women), E	Siler City, N. C.
Belvin, Elizabeth	Durham, N. C.
A.B. (Greensboro College for Women), Educ	ation. (S)
Berry, Annie Louise A.B. (Duke), Education. (S)	Durham, N. C.
Best, Albert Hartwell, Jr. A.B. (Wofford), Education. (S)	Florence, S. C.
Beville, Katherine A.B. (Randolph-Macon), Education, Psychological Control of the	Lawrenceville, Va.
Bird, Carl Orlando A.B. (Susquehanna), Education. (S)	Beech Creek, Pa.
Bishop, Grace Jones A.B. (East Carolina Teachers College), Educe	Durham, N. C.
Bizzell, Alma Bridgers	Goldsboro, N. C.
A.B. (Salem), Education. (S)	301430010, 11. 0.
Blake, Anna Rena A.B., A.M. (Converse), A.M. (Columbia), E	Spartanburg, S. C.
Blake, Nelson Morehouse A.B. (George Washington), A.M. (Duke), H	Hyattsville, Md.
Boggs, Amber	Liberty, S. C.
A.B. (Greenville Woman's College), Latin. (	
Booth, William Robert A.B. (Duke), Political Science, Economics.	Pollocksville, N. C.
Boothe, Elther Louise A.B. (Duke), Education. (S)	Durham, N. C.
Boyd, Adele Ophelia A.B. (Florida State College for Women), Ma	Jacksonville, Fla.
*Bradsher, Mary Elizabeth	Petersburg, Va.
A.B. (Duke), Zoölogy. Brant, George Ezekiel	Bamberg, S. C.
A.B. (University of South Carolina), Mather	
Braswell, John William A.B. (Duke), English.	Demopolis, Ala.

<sup>\*</sup> A.B. to be conferred June, 1931.

Brecher, Gerhard Karl Adolf Otto (Gymnasium, Dresden), (University of Hamb	Dresden, Germany ourg), English. (S)
Brewer, Ann Eliza A.B. (Meredith), A.M. (Columbia).	Raleigh, N. C.
Bridgers, Jacob Hal A.B. (Wake Forest), Chemistry. (S)	Lattimore, N. C.
Brinson, Pearl Leola A.B. (Duke), English, French. (S)	Morehead City, N. C.
Broadway, Blanche A.B., A.M. (Duke), History.	Durham, N. C.
Brock, Ikie	Richlands, N. C.
A.B. (Duke), Education, Mathematics. (S)  Broome, Oscar Whitfield	Monroe, N. C.
A.B. (Duke), Education. (S) Brothers, Joe Jurdan A.B. (Duke), Education. (S)	Elizabeth City, N. C.
Brown, Emma Wright A.B. (University of Richmond), Education. (	Jarratt, Va.
Bryan, William Alfred	Sumter, S. C.
A.B. (College of Charleston), English, History	
Bryson, Daniel Winfred A.B. (Concord State Normal), Education. (S)	Lester, W. Va.
Buchanan, William Stewart  B.S. (Davidson), Education. (S)	Winston-Salem, N. C.
Budd, William Pritchett A.B. (Duke), Economics, History. (S)	Union Springs, Ala.
Bull, Virginia A.B. (Wesleyan), Education, Latin. (S)	Atlanta, Ga.
Bullock, William Junius	Franklinton, N. C.
A.B. (Duke), A.M. (William and Mary), Ed Bullock, Mary Jenkins	Franklinton, N. C.
A.B. (Kentucky College for Women), Educat	
Bundy, Samuel David A.B. (Duke), Education. (S)	Farmville, N. C.
Burch, James Charlie Horton A.B., A.M. (Duke), English.	Durham, N. C.
Buren, Roy Edward	West Plains, Mo.
A.B. (Teachers College, Missouri), A.M. (Vollege, Philosophy.	University of Missouri), Soci-
Burgess, Rembert Bennett A.B., A.M. (Wofford), Education. (S)	Spartanburg, S. C.
Burke, Blanche Lenore B.S. (Meredith), Education, English. (S)	Durham, N. C.
Burns, Lucy A.B. (Winthrop), Education. (S)	Sumter, S. C.
Busch, Hans Joachim (Berlin Gymnasium), (University of Berlin),	Berlin, Germany Zoölogy.
Byrd, Ruth White A.B. (North Carolina College for Women), E	Stovall, N. C.
Caldwell, Annie Graham A.B. (Salem), Economics, Education. (S)	Winston-Salem, N. C.

<sup>\*</sup> A.B. to be conferred June, 1931.

Calhoun, Robert Lyon A.B. (Millsaps), History, (S)	Mount Olive, Miss.
Canaday, Ernest Franklin A.B. (William Jewell), A.M. (University of	Carrollton, Mo. Missouri), Mathematics.
Carnes, Hal Lockridge B.S. (Delta State Teachers), Mathematics.	Shelby, Miss.
Carpenter, David Williams A.B., A.M. (Duke), Physics.	Maiden, N. C.
Carroll, Ella Rae A.B. (Salem), Education. (S)	Burlington, N. C.
Carroll, James Grover A.B. (Wake Forest), A.M. (Columbia), Math	Wake Forest, N. C.
Carroll, Zoe Wells	Morristown, Tenn.
A.B. (University of Tennessee), A.M. (Duke	
Carruth, John Robert  A.B. (Emory and Henry), Religion.	Anthony, New Mexico
Carter, Frances Claire A.B. (Vanderbilt), Philosophy, Psychology.	Nashville, Tenn.
Cathey, Turner Ashley A.B. (Duke), Education. (S)	Waynesville, N. C.
Chalfant, Vernon Elmer A.B. (Duke), Religion. (S)	Rougemont, N. C.
Chandler, Thelma Arline A.B. (Duke), Education. (S)	Durham, N. C.
Chesley, Leon Carey B.S. (Susquehanna), Zoölogy.	Hop Bottom, Pa.
Clark, Thomas Dyionicious A.B. (University of Mississippi), A.M. (Uni	Louisville, Miss. versity of Kentucky), History
Clay, Charles Wesley A.B. (Duke), Religion, Philosophy.	Winston-Salem, N. C.
Clifton, Robert Marston A.B. (Davidson), Education. (S)	Henderson, N. C.
Clutz, Garland William A.B. (Duke), History, Economics.	Baltimore, Md.
Cogdell, Lessie Irene A.B. (East Carolina Teachers College), Botan	Goldsboro, N. C.
Coiner, Elizabeth Hampden A.B. (Duke), History. (S)	Durham, N. C.
Conolly, Evelyn A.B. (Winthrop), Education. (S)	Pacolet Mills, S. C.
Cook, Louis Bertram B.S. (Brown), Chemistry, Physics.	Cranston, R. I.
Cooke, Paul A.B. (Birmingham-Southern), English. (S)	Cullman, Ala.
Copeland, Madeline A.B. (North Carolina College for Women), H	Durham, N. C.  Iistory.
Cothran, Elizabeth Lloyd A.B. (Duke), English, French. (S)	Timberlake, N. C.
Cotton, Solon Russell A.B. (Duke), Education. (S)	Sanford, N. C.
Council, Raymond Ward A.B. (Lambuth), Religion.	Union City, Tenn.

Councilor, Harry Allen A.B. (Duke), German.	Washington, D. C.
Cousar, Virginia A.B. (Erskine), Education, English. (S)	Lancaster, S. C.
Cox, Granville Claude B.S. (William and Mary), Education, Mather	Fairfax, Va.
Cox, Henry Miot B.S. (Emory), Mathematics. (S)	Atlanta, Ga.
Craddock, George Barksdale A.B. (Washington and Lee), German. (S)	Lynchburg, Va.
Crook, Dorothy Louise A.B. (Columbia College, S. C.), Mathematics	Cameron, S. C.
Cross, Lethia Elizabeth A.B. (Duke), Education.	Durham, N. C.
Cross, Pauline Eugenia A.B. (Duke), Education. (S)	Durham, N. C.
Culberson, Gladys Flowers A.B. (Duke), Education. (S)	Rockingham, N. C.
Cummings, Mary Louise A. B. (Mount Holyoke), A. M. (Radcliffe),	Cambridge, Mass.
Daniel, Addie A.B. (Winthrop), Education). (S)	Landrum, S. C.
Davidson, Elizabeth Huey  B.S., M.S. (University of Tennessee), Histor	Shelbyville, Tenn.
Davidson, Martha Holland  A.B. (Columbia College, S. C.), Education. (	Clinton, S. C.
Davies, Clyde Thomson  A.B. (University of Florida), Education, Englishment	South Hill, Va.
Davis, Ethel May A.B., A.M. (Duke), English. (S)	Durham, N. C.
Davis, Mary Elizabeth A.B. (Carson-Newman), English.	Jefferson City, Tenn.
Davis, Ruth Eloise A.B. (Greensboro), Education, English. (S)	Glen Alpine, N. C.
Dean, Emily	Anderson, S. C.
A.B. (Erskine), Economics. (S) deBruyne, Jacob Marinus Anton	Durham, N. C.
A.B., A.M. (Duke), Chemistry, Physics.  DeJong, David Cornel	Grand Rapids, Mich.
A.B. (Calvin), English.  Denny, Mary Rebecca	Red Springs, N. C.
A.B. (Salem), English. (S)  Doggette, James Carlisle	Belton, S. C.
A.B. (University of South Carolina), Educati Dominick, Bernice A.B. (Winthrop), Education. (S)	Prosperity, S. C.
Donnell, Cora Turrentine	Guilford, N. C.
A.B. (Greensboro), Bible. (S)  Dorsey, Evermont Van	Besoco, W. Va.
A.B. (Marshall), Education. (S)  Dowler, Clare A.B. (Antioch), Education, English. (S)	Ashtabula, Ohio
, , , , , , , , , , , , , , , , , , , ,	

Doxey, John Elwood A.B. (Duke), French. (S)	Bertha, N. C.
	Grand Rapids, Ohio
Dressel, Francis George	Hart, Mich.
B.S. (Michigan State), M.S. (University of M.Drum, Woodard Glenn	Claremont, N. C.
A.B. (Asbury), Zoölogy. (S) DuBose, Valinda Hill	Durham, N. C.
A.B. (Bryn Mawr), German.  Dukes, George Benjamin	Greenville, S. C.
A.B., A.M. (Wofford), Education. (S) Duncan, Virgie	Bald Creek, N. C.
A.B. (Asheville Teachers College), Economics,	Education. (S)
DuPre, Arthur Mason, Jr. A.B. (Wofford), Physics, Mathematics.	Spartanburg, S. C.
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DuVernet, Grace Neville A.B. (Erskine), French, Education. (S)	Greenville, S. C.
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Eggers, Graydon Poe	Boone, N. C.
A.B. (Carson-Newman), English, French. (S) Elliott, Emmett Roach	Raleigh, N. C.
B.S. (Hampden-Sydney), A.M. (Duke), Mathe	Durham, N. C.
Ellis, Ivy Phillips A.B. (Atlantic Christian), Mathematics, Zoölog	
Elmore Kelly Lee A.B. (Duke), Chemistry.	Lowell, N. C.
Enfield, George Hyson	Durham, N. C.
A.B., A.M. (Western Maryland), S.T.B. ( Education, Sociology. (S)	(Westminster), B.D. (Yale)
Fagan, Minnie Lee A.B. (Winthrop), Education, Mathematics. (S)	Tryon, N. C.
Fanning, Ruth M. A.B. (North Carolina College for Women), Ed	Asheville, N. C.
Felmet, Frances Cook A.B. (Duke), Education, French. (S)	Asheville, N. C.
Felts, Carl Monroe A.B. (Emory-Henry), Education. (S)	Tobaccoville, N. C.
Ferrell, George Washington A.B. (Duke), A.M. (Columbia), Education, So	Durham, N. C.
Finkelstein, Adele Belle A.B. (Converse), Economics, Education. (S)	Wilmington, N. C.
Fitzgerald, John Dean A.B. (Duke), Chemistry, Education. (S)	Linwood, N. C.

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Foster, George Adair, Jr. A.B. (University of Florida), Religion, Germa	Defuniak Springs, Fla.
Frances, Luther Edgar A.B. (Guilford), Education. (S)	Francisco, N. C.
Freeman, Robert Earle A.B. (Furman), Education, English. (S)	Taylors, S. C.
Frick, Harvey Lee A.B. (Duke), Psychology, Philosophy.	Gold Hill, N. C.
Fry, Glenn Ansel A.B. (Davidson), Psychology, Education, Gern	Albemarle, N. C.
Gardiner, Ann Henshaw	Martinsburg, W. Va.
B.S. (Teachers College, Columbia), M.S. (K	
Gardner, Rufus Solomon A.M. (George Washington), Education. (S)	Woodlawn, Va.
Garner, George Lee A.B. (Mississippi State College for Women),	A. and M. College, Miss.
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Gelmann, Herman Henry B.S. (Fordham), A.M. Stanford), Chemistry.	Brooklyn, N. Y.
George, LeRoy Brunson A.B. (Wofford), Religion.	Independence, La.
George, Robert Wilfred	Tarkio, Mo.
A.B. (Geneva), A.M. (Columbia), Psychology	
Gibbs, Janie Howard A.B. (Randolph-Macon), Education. (S)	Pelham, N. C.
Gibbs, John Ernest, Jr. A.B. (College of Charleston), English, Germa	Charleston, S. C.
Gibson, Harvey Taylor	Greenville, S. C.
A.B. (Furman), Education, English. (S)	Greenvine, S. C.
Gilbert, William Solomon	Charleston, W. Va.
A.B. (University of Kentucky), A.M. (Univ	ersity of Indiana), Chemistry.
Gillaspie, Athey Graves B.S. (Lynchburg), A.M. (Duke), Chemistry.	Big Island, Va.
Gillespie, Mary Elisabeth A.B. (Converse), French, Latin.	Spartanburg, S. C.
Gist, Joseph Andrew	Stem, N. C.
A.B. (East Central State Teachers College), ophy, Psychology.	B.D. (Duke), Religion, Philos-
Godard, James McFate A.B. (Park), A.M. (Duke), Education, Sociol	Kankakee, Ill.
Godbold, Cash Ellerbe	Estill, S. C.
A.B. (Presbyterian), Education. (S)	

Godfrey, Roy Burchell	Camden, N. C.
B.S. (Wake Forest), Education. (S) Goldstein, Israel Payson	E. Taunton, Mass.
A.B. (Lehigh), English. Gooch, Janie Gold	Stem, N. C.
A.B. (North Carolina College for Women), I	Education. (S)
Gooch, Richard Este A.B. (Washington and Lee), Education, Soci	Lynchburg, Va.
Goodwin, Ernest Boyd A.B. (Wofford), Education. (S)	Bessemer City, N. C.
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Greene, Fred Woodside A.B. (Duke), Education. (S)	Wilson, N. C.
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Gupton, Irene Purnell A.B. (Duke), English, French. (S)	Wood, N. C.
Hagan, Charles Banner	Bristol, Tenn.
A.B. (Emory and Henry), A.M. (University Economics. (S)	of Virginia), Political Science,
Hall, Lillie A.B. (Winthrop), A.M. (University of South	Greenville, S. C. Carolina), English. (S')
Haltiwanger, Robert Sydney B.S. (Davidson), Economics, Education. (S)	Winston-Salem, N. C.
Hammette, Julius Erwin A.B. (Furman), History. (S)	Cowpens, S. C.
Hanaman, Wallace Winslow A.B. (University of Wisconsin), Education.	Biltmore, N. C. (S)
Hankins, William Tribble B.S. (Millsaps), Mathematics, German. (S)	Maben, Miss.

Hanslick, Roy Stanley	Providence, R. I.
B.S. (Tufts), A.M. (Cornell), Chemistry, Phy	rsics, French, German. (S)
Hanson, Isabel	Smyrna, Ga.
B.S., M.S. (University of Georgia), Physics,	
Hardin, Rector Roemilt	Asheville, N. C.
A.B. (Berea), Economics, Political Science.	Shallon N. C
Hardin, Zelpha A.B. (Coker), History. (S)	Shelby, N. C.
Harmon, Thomas Leonhardt	Macon, Ga.
A.B. (Emory), A.M. (University of Chicago)	
Harrell, Edith Everett	Ahoskie, N. C.
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Harrell, Fronie	Wilmington, N. C.
A.B. (Meredith), Education. (S)	3,
Harris, Clarence Ligon	Anniston, Ala.
A.B. (Wofford), A.M. (Duke), Botany, Mathe	ematics. (S)
Harris, Florence Catherine	Washington, N. C.
A.B. (Duke), History. (S)	
Harward, Beatrice Morata	Durham, N. C.
A.B. (Duke), English. (S)	
Haus, George Joseph	Richmond, Va.
B.S. (William and Mary), Chemistry, Physics	
Hauss, Mary Arden	Lincolnton, N. C.
A.B. (Duke), English, Philosophy.	Abbanitla C C
Hawthorne, Mark Fant A.B. (Furman), Education. (S')	Abbeville, S. C.
Hayes, A. Lucille	Durham, N. C.
A.B. (Duke), Education. (S)	Durnam, 14. C.
Haywood, Ernest Lee	Waxhaw, N. C.
A.B. (Duke), Education. (S)	**************************************
Hazlewood, Lucye Linwood	Kenbridge, Va.
A.B. (Randolph-Macon), Education, Mathema	0 ,
Hazlewood, Willie Gertrude	Kenbridge, Va.
A.B. (Randolph-Macon), Economics, Education	n. (S)
Heilman, Lee Williford	Durham, N. C.
A.B. (Gettysburg), English, Philosophy.	
Henderson, Pierce Pike	Asheville, N. C.
A.B. (Presbyterian), Mathematics. (S)	D
Herdman, Allan Whitney	Bridgeport, Conn.
A.B. (Maryville), French, Philosophy.	Davidas Ca
Herndon, Clyde A.B. (Furman), Education, Psychology. (S)	Douglas, Ga.
Hicks, Gipsie Helen	Durham, N. C.
A.B. (Duke), Education. (S)	Durnam, N. C.
High, Zilpha McGranahan	Durham, N. C.
A.B. (Duke), Education. (S)	Darmann, 14. C.
*Hill, Frances Faison	Durham, N. C.
A.B. (Duke), Chemistry, Zoölogy.	,
Hinson, Van Glenn	Boone, N. C.
A.B. (Lenoir-Rhyne), Education, Psychology.	
Hinson, Kate Townsend	Boone, N. C.
A.B. (Lenoir-Rhyne), A.M. (Duke), Education	n. (S)

Hix, David Neal	l ), Education. (S)	Durham, N. C.
Hoban, Charles		Harrisburg, Pa.
Hodges, Wiley H		Blountville, Tenn.
*Holleman, Mati		Durham, N. C.
Holloway, Mami		Durham, N. C.
Holton, Lela You	_	Durham, N. C.
Hook, Marshall A.B. (Elon)	Ward , A.M. (University of North Care	Elon College, N. C. olina), Mathematics. (S)
Hooker, Charles		Durham, N. C.
Horack, Kathari		Durham, N. C.
Horn, Herman		Troutville, Va.
Horne, Connie M		Monroe, N. C.
Horton, Mary K		Clio, S. C.
Howell, Thelma	), Zoölogy. (S)	New Bern, N. C.
Huckabee, Ellen A.B. (Duke	Harris	Albemarle, N. C.
Hudson, Charles	Franklin Forest), Th.M. (Southern Bapt	Durham, N. C. ist Theological Seminary), Re-
Huffstetler, Juan	ita Elizabeth da State College), Economics, Edi	Miami, Fla.
Hunter, Annie I		Henderson, N. C.
Hunter, Minnie		Elon College, N. C.
Isaacs, Martha S		Durham, N. C.
Israel, Kate Ola A.B. (Duke	), Chemistry, German. (S)	Asheville, N. C.
Jackson, David A.B. (Duke	Kelly, Jr.	Gastonia, N. C. (S)
Jarrell, Hampton A.B. (Unive	n McNeely ersity of Georgia), A.M. (Harvar	Athens, Ga.
Jenkins, Theodo A.B. (Duke	re Roosevelt  ), Religious Education. (S)	Durham, N. C.
Jernigan, Charlte		Durham, N. C.
Jeter, Paul Ham A.B. (Univ	ilton, Jr. ersity of South Carolina), Educat	Carlisle, S. C. tion, English. (S)
* A D +- 1	-f 1 T 1021	

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Johnson, Howard Bradley B.S. (University of Florida), Botany.	Windemere, Fla.
Johnston, Robert Milton	Farmville, N. C.
A.B. (Duke), Political Science, Economics, H	istory.
Jones, Bernard Huyette	Durham, N. C.
A.B. (Duke), A.M. (University of North Car	
Jones, Mary Lou A.B. (Chowan), English.	Durham, N. C.
Jones, Maude Bruce	Ashton, S. C.
A.B. (Columbia College), Education, English.	
Jones, Perlie Walter A.B. (Emory and Henry), Education. (S)	Pinnacle, N. C.
Judd, Violette Catherine	Varina, N. C.
A.B. (Duke), Education. (S)	
Kale, James Edleman A.B. (Duke), Education. (S)	Rockwell, N. C.
Kapp, Mary Eugenia	Mount Airy, N. C.
A.B. (North Carolina College for Women), M	
Keech, James Maynard	Tarboro, N. C.
A.B., A.M. (Duke), Economics.	
Keever, Anna Elizabeth	Southmont, N. C.
A.B. (Duke), Education. (S)	
Kelley, Aubrey Walsh A.B. (Ohio Wesleyan), Education. (S)	Wilmington, N. C.
Kelley, Carl William	Durham, N. C.
A.B. (University of North Carolina), Chemis	
Kelley, Mary Holland	Wilmington, N. C.
A.B. (Elon), Education. (S)	.,
Kendall, Henry Lilly, Jr.	Norwood, N. C.
A.B. (Duke), History. (S)	
Kennedy, Ruth	Matthews, N. C.
A.B. (Greensboro), Education, English. (S)	22.0
Kestler, Mary	Davidson, N. C.
A.B. (Duke), English, Philosophy.	D'abassa di Tard
Ketring, Ruth Anna	Richmond, Ind.
A.B. (Earlham), A.M. (Duke), History. Kimbrough, Edith	Crosmohoro Co
A.B. (Bessie Tift), Education. (S)	Greensboro, Ga.
Kimbrough, Mattie	Athens, Ga.
A.B. (Shorter), Education. (S')	Titliciis, Ou.
Knight, Mary Latham	Asheville, N. C.
A.B. (Duke), Education. (S)	, , , , , , , , , , , , , , , , , , , ,
Knotts, Zelates Rufus	Beckley, W. Va.
A.B. (West Virginia Wesleyan), Education. (	S)
Ladner, Heber Austin	Lumberton, Miss.
A.B. (Millsaps), Education. (S)	
Laing, Ella Davis	Harper, W. Va.
A.B. (Marshall), French. (S)	AA.d
Lark, Mary Jeannette A.B. (Hendrix), History.	Augusta, Arkansas
	Troutville, Va.
Layman, John Cline A.B. (Bridgewater), Education, (S)	Troutvine, va.
The (Diregewater), Education, (5)	

Leary, Rupert Leslie A.B. (Furman), Education. (S)	Greenwood, S. C.
Lecka, George Mitchell	Newland, N. C.
A.B. (Milligan), Botany, Chemistry. (S) Ledbetter, Frances Gresham	Princeton, N. C.
A.B. (Duke), Education. (S) Ledford, Robert Newton	Durham, N. C.
A.B., A.M. (University of North Carolina), Lee, Albert Evans	Monroe, N. C.
A.B. (Mercer). (S) Leeper, Catherine Brown	Asheville, N. C.
A.B. (Meredith), Education. (S) Leeper, Joseph Price	Asheville, N. C.
A.B. (Duke), Education. (S) Lefler, Bayne Wesley	Chapel Hill, N. C.
A.B. (Asbury), Religious Education. (S) Leggett, Hallie Belk	Durham, N. C.
A.B. (North Carolina College for Women), E	
Leggett, Julia Adams A.B. (Duke), Education. (S)	Durham, N. C.
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Lester, Martha Ruprecht A.B. (University of Georgia), History. (S)	Augusta, Ga.
Lewis, Margaret M. A.B. (Meredith), Education, Mathematics. (S	Scotland Neck, N. C
Lewis, Oma Bliss A.B. (Duke), Education, Mathematics. (S)	Grimesland, N. C.
Lindley, Charles Clinton A.B. (Elon), Education. (S)	Burlington, N. C.
Long, Albert Anderson A.B. (University of North Carolina), Religio	Durham, N. C.
Longstreet, Rubert James A.B., A.M., LL.B. (Stetson), Education. (S	Daytona Beach, Fla.
Loos, Mary Louise A.B. (Earlham), German.	Richmond, Ind.
Lovelace, Arsola Crawford A.B. (Wake Forest), Economics, Education.	Caroleen, N. C.
Lowance, Franklin Elta  B.S. (Roanoke), Physics, Mathematics.	Roanoke, Va.
Loyless, Angie Elizabeth A.B. (Lander), Education, English. (S)	Wellford, S. C.
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Lyon, Grace Margaret A.B. (North Carolina College for Women), F	Creedmoor, N. C.
Lytle, Daniel Bruce A.B. (Susquehanna), Education. (S)	Mill Hall, Pa.
McAllister, James Gray, Jr.  B.S. (Hampden-Sydney), Mathematics, Physi	Richmond, Va.

McCain, John Walker, Jr. A.B. (Newberry), A.M. (University of North	Rock Hill, S. C. Carolina), Education. (S)
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McConaughy, Walter Patrick A.B. (Birmingham-Southern), English.	Montevallo, Ala.
McCulloch, Thomas Logan A.B. (Whittier), A.M. (Duke), Psychology, 2	Whittier, Calif.
McCurdy, Harold Grier A.B. (Duke), Botany, Zoölogy.	Salisbury, N. C.
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McGukin, Lena Virginia	Starr, S. C.
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A.B. (University of Pennsylvania), Education	
McKee, Lynn C. A.B. (Duke), Education. (S)	Norristown, Pa.
McKenry, Essie Virginia A.B. (Carson-Newman), History. (S)	Piney Flats, Tenn.
McKinney, William Harold A.B. (Furman), Education. (S)	Simpsonville, S. C.
McLendon, Dana Crosland A.B. (Presbyterian), Physics. (S)	Bennettsville, S. C.
McMillan, Montague A.B. (Limestone), A.M. (George Washington)	Marion, S. C.
McNair, Agnes Douglass A.B. (Winthrop), Education, Mathematics. (S	Patrick, S. C.
McNair, Hallie A.B. (Winthrop), English. (S)	Patrick, S. C.
McRae, Luther Cecil A.B., M.Ed. (Duke), Education, English.	Durham, N. C.
Mabry, William Alexander A.B., A.M. (Duke), A.M. (Harvard), Histor,	Ridgeway, N. C.
Madison, Blaine Mark A.B. (High Point), English, History. (S')	Olin, N. C.
Mangum, Maynard	Durham, N. C.
A.B. (Duke), Education. (S)  Mann, Donald Ray  A.B. (University of Bishmand), 75515	Richmond, Va.
A.B. (University of Richmond), Zoölogy.  Manning, John Eber	Jamesville, N. C.
B.S., M.S. (University of Arkansas), Educati	

Mansfield, Mamie	Durham, N. C.
A.B. (Duke), Education, Psychology. (S)	D. N. C.
Marr, Claude Carver A.B. (Duke), Education, History. (S)	Bryson City, N. C.
Martin, Bessie Mary	Beaumont, Texas
A.B. (Duke), English.	Deadmont, Texas
Martin, Eula Mae	Laurens, S. C.
AB. (Winthrop), Education. (S)	
Martin, Isabel	Durham, N. C.
A.B. (Duke), Education. (S)	
Martin, Lelia Virginia	Portsmouth, Va.
A.B. (Westhampton), English. (S)	
Martin, Telylah Estelle	Laurens, S. C.
A.B. (Winthrop), Education. (S)	C1 T
Massey, Winston Louis	Chattanooga, Tenn.
A.B. (University of Chattanooga), Mathematic	
Mathews, Ralph Thompson B.S. (Tufts), Economics.	West Somerville, Texas
Matthews, Joseph James	Sardis, Ky.
A.B. (Duke), History.	Sardis, Ity.
Mattox, William Reuben	Pen Hook, Va.
A.B. (Duke), Economics, Political Science.	
*Meier, Frederick William	Stratford, Wisconsin
Ph.B. (University of Chicago), A.M. (Tulane	e), Philosophy, Psychology.
Mellard, Hervis Harold	Quitman, Miss.
A.B. (Mississippi State), Education, History.	
Metler, Alvin Velbert	Adrian, Mich.
B.S. (Adrian), A.M. (Duke), Chemistry, Ph	
Michaels, Matilda Osborne	Durham, N. C.
A.B. (Duke), A.M. (Columbia), Education,	Manidian Mina
Miller, Paul Jones, Jr.  B.S. (Mississippi A. and M.), Political Scient	Meridian, Miss.
Miller, Robert Edward	Hodges, S. C.
A.B. (Erskine), Education. (S)	Hodges, S. C.
Milner, Morris Edwin	Wilmington, N. C.
A.B. (Duke), Education. (S)	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Mingus, Mary Antoinette	Connelly Springs, N. C.
A.B. (Duke), Education. (S)	
Mingus, Sigmon Henry	Connelly Springs, N. C.
A.B. (Duke), Education. (S)	
Mitchell, James Harvey	Franklinville, N. C.
A.B. (Furman), Education. (S')	Ct
Moffitt, James William	Chattanooga, Tenn.
B.S. (East Tennessee State Teachers), Th.G. Seminary), History, Political Science	
Montague, Musette Latney	Roxboro, N. C.
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Montgomery, Margaret Elizabeth	Burlington, N. C.
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Monyer, Henry William	Reading, Pa.
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Moore, Mary Emma A.B. (Winthrop), Economics, English. (S)	Heath Springs, S. C.
Moore, Ollie Bell A.B. (Limestone), Economics, Psychology. (S)	Boiling Springs, N. C.
Moore, Roy A.B. (Wofford), Education. (S)	Belmont, N. C.
Moore, Troy Rozelle A.B. (Carson-Newman), History, Latin. (S)	Dandridge, Tenn.
Morehead, Charles Galloway	Russellville, Ark.
A.B. (Hendrix), English. (S) Morehead, Sara Frances	Russellville, Ark.
A.B. (Galloway), English. (S) Morgan, Elsie Mary	Altavista, Va.
A.B. (Westhampton), Education. (S) Morris, Clara Elizabeth	Franklinton, N. C.
A.B., A.M. (Duke), History, Education. (S) Mulholland, Emma Lucille	Durham, N. C.
A.B. (Duke), French. (S) Mumford, Carey Gardner	Raleigh, N. C.
A.B. (Wake Forest), Mathematics. Murray, Webb Alton	Maiden, N. C.
A.B. (Duke), Education.  Nance, Jeannette	Asheville, N. C.
A.B. (Greensboro College for Women), Educa Neal, Annie Lou Beaver	Durham, N. C.
A.B. (Duke), Education, Mathematics. (S) Neal, John Washington	Durham, N. C.
A.B., A.M. (Duke), Education. (S) Nichols, Lucy Thompson	Durham, N. C.
A.B. (Duke), Education. (S) Nichols, Madge Theora	Durham, N. C.
A.B., A.M. (Duke), Education. (S) Nicholson, Waller Staples	Guilford College, N. C.
A.B. (Guilford), Education, Religious Educati Nixon, Cornelia	Charlotte, N. C.
A.B. (Queens), English, Philosophy. Noell, Adelaide Royall	Durham, N. C.
A.B. (Duke), Education. Nunn, Charlie Gray	Wilson, N. C.
A.B. (Atlantic Christian), Education. (S) Oakes, Albert Womble	Weldon, N. C.
A.B. (Duke), Education. (S) Olive, Lida May	Apex, N. C.
A.B. (Meredith), B.S. (Simmons), Education.	

Owen, Pauline Hilda A.B. (Queens), Education. (S)	Charlotte, N. C.
Owings, Evelyn	Gray Court, S. C.
A.B. (Winthrop), Education. (S) Pace, Donald Metcalf	Wilkes Barre, Pa.
A.B. (Susquehanna), A.M. (Duke), Zoölogy.  Pace, Ora Belle A.B. (Elon), Zoölogy, Education.	Youngsville, N. C.
Page, Julian Bernice A.B. (University of North Carolina), Education	Belmont, N. C.
Parker, Wilbur Nicholas A.B. (Randolph-Macon), A.M., B.D. (Emory),	Moneta, Va.
Parkhurst, Amos James A.B. (Stetson), Education, Political Science. (	Ocala, Fla.
Parks, E. Taylor A.B. (Carson-Newman), A.M. (University of	Mulberry, Tenn.
Patrick, Ida Love	Lancaster, S. C.
A.B. (Woman's College, Due West), A.M. (U. French.	
Pearson, John Herbert B.S. (Brown), Chemistry, Physics.	Providence, R. I.
Peele, David Derrick A.B. (Duke), A.M. (Chicago), Mathematics.	Columbia, S. C.
Peoples, Ruth A.B. (Vanderbilt), Education. (S)	Asheville, N. C.
Perry, Herbert Judson A.B. (Acadia), A.M., B.D. (Colgate), Educati	Raleigh, N. C.
Peterson, Harold Fern	Galesburg, Ill.
A.B. (Knox), A.M. (Minnesota), History. Petty, Clara Octavia	Durham, N. C.
A.B. (Duke) Education, English. Philson, Paul James	Gaffney, S. C.
B.S. (Furman), Botany. Pickett, Henry Floyd	Durham, N. C.
A.B. (Duke), Education. (S) Plaster, Roger Glenn	Kannapolis, N. C.
A.B. (Lenoir-Rhyne), Mathematics, Zoölogy, I Plemmons, William Howard	
A.B. (Wake Forest), Economics, History. (S)	
Plyler, William Edward  A.B. (Wofford), Education. (S)	Lancaster, S. C.
Poag, Frederick Vaughn A.B. (Davidson), Psychology, Sociology.	Fayetteville, N. C.
Poe, Bertha Mae A.B. (Duke), Education, English. (S)	Durham, N. C.
Pool, Bob Lem A.B. (Duke), Religion, Philosophy, Education,	Carrboro, N. C., Psychology. (S)
Poole, Frances A.B. (North Carolina College for Women), E.	Lumberton, N. C.
Pope, Helen Fairbanks A.B. (Flora McDonald), Education. (S)	Mount Olive, N. C.

Powers, Oscar Scofield A.B. (Baylor), A.M. (Cornell), Latin, Greek.	Wichita Falls, Texas
Price, Curtis A.B. (Duke), Education, Religious Education.	Ellenboro, N. C.
Priepke, Rudolf Julius August B.S. (Elmhurst), A.M. (Duke), Chemistry.	Clarksville, Iowa
Pritchett, William Kendrick A.B. (Davidson), A.M. (Duke), Greek, Latin.	Atlanta, Ga.
Queen, George Absolen A.B. (Marshall), Education. (S)	Logan, W. Va.
Radcliff, Charles Franklin A.B. (Albright), Education, History. (S)	Belton, S. C.
Ramsey, Julia Emma A.B. (Flora McDonald), English. (S)	Banner Elk, N. C.
Raper, Hugh Maxton A.B. (Duke), Education. (S)	Linwood, N. C.
Ratchford, Benjamin Ulysses	Gastonia, N. C.
A.B. (Davidson), A.M. (Duke), Economics. Rath, Harry Nicholas	Miami, Fla.
A.B. (University of Michigan), Education, Po	
Ray, Sara Jessie	Florence, S. C.
A.B. (Winthrop), Economics, Political Science	
Rayner, Kenneth Tyson A.B. (Wake Forest), A.M. (Duke), Mathemat	Wake Forest, N. C.
Rees, Edward Jeffries	Oxford, N. C.
A.B. (Asbury), B.D. (Boston), Religion, Psyc	
Reeves, Carl Walker B.S. (The Citadel), A.M. (Columbia), English	Greenville, S. C.
Reid, Selina R. A.B. (Converse), Education, History. (S)	Bishopville, S. C.
Rhudy, Orrin Sylvester A.B. (Emory and Henry), Economics, Education	Speedwell, Va.
Richards, Jane Leighton A.B. (Converse), History, English.	Davidson, N. C.
Rigsbee, Edith Leigh A.B. (Duke), Education. (S)	Durham, N. C.
Rivera, Rodolfo Osvaldo A.B. (Southwestern Louisiana Institute), A.M	Barranquitas, Porto Rico
Roberson, James Newton	Burlington, N. C.
A.B. (Wake Forest), Education. (S)	Durinigion, 14. C.
Robert, Joseph Clarke A.B. (Furman), A.M. (Duke), History.	Macon, Miss.
Roberts, Lucien Emerson	Dallas, Ga.
A.B., A.M. (University of Georgia), History	
Roberts, Margaret Charlotte A.B. (Elon), Education. (S)	Durham, N. C.
Robinson, Boyd B. A.B. (Lenoir-Rhyne), Education, Psychology.	Maiden, N. C.
Rock, Lester Earl A.B. (Duke), Economics.	Rock Hill, S. C.
Rodgers, Willa Pinkney A.B. (Furman), Education. (S)	Taylors, S. C.

Rogers, Westa Lee	Creedmoor, N. C.
A.B. (North Carolina College for Women), I	
Rollings, Grace Dunlap	Kershaw, S. C.
A.B. (Winthrop), French, History. (S)	T.1 C' T
Ross, Ella Virginia A.B. (East Tennessee State Teachers), Latin	Johnson City, Tenn.
Root, Raymond Willard	Durham, N. C.
A.B. (Milton), A.M. (Duke), Zoölogy.	24.14.1.
Roy, Archibald Francis	Plattsburg, N. Y.
A.B. (St. Lawrence University), French, His	story. (S)
Rush, William Virgil	Wyndale, Va.
B.S. (University of Tennessee), Economics,	Political Science. (S)
Salls, Helen Harriet	Oxford, N. C.
A.B. (Randolph-Macon), English. (S)	
Sanford, Marshall Stanfield	Elbridge, Tenn.
A.B. (Lambuth), Religion.	3 /
Savage, Joe Allen	Rocky Mount, N. C.
A.B. (Duke), Economics, Political Science.	
Sawyer, Roma Elizabeth	Durham, N. C.
A.B. (Duke), A.M. (University of Pennsyl	
nomics, Sociology.	, 10111101 00101100, 200
Scheid, Paul William	Sandusky, Ohio
A.B. (Miami), English, Philosophy.	pandasily, omo
Seabolt, Ruth	Maxton, N. C.
A.B. (Duke), German.	Maxion, 14. O.
Seeley, Emetta Weed	Durham, N. C.
A.B. (Connecticut College for Women), Psychological College for Women)	
Sessoms, Louise Elizabeth	Durham, N. C.
A.B. (Duke), Religion, Psychology. (S)	Durnam, N. C.
	Mt Cilond N C
Shankle, Herbert Lazelle A.B. (Duke), Chemistry, Physics.	Mt. Gilead, N. C.
	Clinton C C
Shannon, Edward McDaniel	Clinton, S. C.
A.B. (Erskine), Education. (S)	W T
Sharp, Eron Malcolm A.B. (Millsaps), Religion.	Vernon, Texas
	Community N. C.
Shaw, Thomas Jefferson, Jr.	Greensboro, N. C.
A.B. (Duke), English, Philosophy.	Durda w N C
Shaw, William Henry	Durham, N. C.
A.B. (Duke), Chemistry. (S)	Don't are N. C.
Shipp, Mary Elizabeth	Durham, N. C.
A.B. (Duke), Zoölogy.	7 11 37 6
Shuford, Norris Valentine	Lawndale, N. C.
A.B. (Duke), Education. (S)	Administration N. C.
Shutt, Thomas Samuel	Advance, N. C.
A.B. (Duke), Education.	Nouston N. C.
Sigmon, Hugh William	Newton, N. C.
A.B. (Lenoir-Rhyne), M.S. (North Carolina	
Simpson, Elmer Mitchell	Dobson, N. C.
A.B., A.M. (Duke), Mathematics, English.	Douber N. C.
Simpson, Mary McNabb	Durham, N. C.
A.B. (Tusculum), English, French. (S)	

Simpson, William Hays A.B. (Tusculum), A.M. (Duke), Political Sci	Durham, N. C.
Siske, Grady Cornell A.B. (University of North Carolina), English,	Pleasant Garden, N. C. Political Science. (S)
Sloan, John Stover	Little Mountain, S. C.
A.B. (Wofford), History, Economics.	Walsa Famost N. C.
Smith, Hugh Preston A.B. (Wake Forest), A.M. (Duke), Education	Wake Forest, N. C.
Smith, May Alice A.B. (Duke), Education. (S)	Durham, N. C.
Smith, Mildred Priscilla	Branchville, Va.
B.S. (Farmville State Teachers), History, En	
*Smith, Robert Sidney A.B., A.M. (Amherst), Economics, History.	Thomaston, Conn.
Smith, Sarah Olive	Winston-Salem, N. C.
A.B. (Guilford), M.Ed. (Duke), Mathematics	
Snipes, Raymon Edwards	Princeton, N. C.
A.B. (Duke), English, German. (S)	, , , , ,
Snuggs, Henry Lawrence	Albemarle, N. C.
A.B. (Wake Forest), A.M. (Duke), English.	,
Snyder, Verdie Elizabeth	High Point, N. C.
A.B. (Cornell), Zoölogy, Botany.	,
Souders, Lucile Gorham	Fayetteville, N. C.
A.B. (Duke), Education. (S)	
Southerlin, William Broadus	Chesnee, S. C.
A.B. (Furman), Education. (S)	
Sowell, John Pierce	Lancaster, S. C.
A.B. (Furman), Education, History. (S)	
Spikes, Lewis Everett	Rutherfordton, N. C.
A.B. (Duke), Economics, Political Science, E	ducation. (S)
Stabler, James Carlisle	St. Matthews, S. C.
A.B. (University of North Carolina), History	
Stalvey, James Benjamin	Tabor, N. C.
A.B. (Duke), History, Economics.	
Starnes, Alvin Bradley	Mineral Springs, N. C.
A.B. (Duke), English. (S)	
Staton, Ennis Calvin	Mocksville, N. C.
A.B. (Wake Forest), Religious Education. (S	
Stevenson, Ernest Bostick A.B. (Wofford), English, History. (S)	Marion, S. C.
Stewart, Burton Gloyden	Gloucester, N. C.
A.B. (Duke), Education. (S)	3104005101, 21. 0.
Stewart, Mary Alice Leath  B.S. (Georgia State College for Women), Edu	Durham, N. C.
Stokes, Ruth Wyckliffe	Mountville, S. C.
A.B. (Winthrop), A.M. (Vanderbilt), Mathem	
Stoney, Samuel David	Charleston, S. C.
B.S. (College of Charleston), Economics, Poli	
Story, Ruth Clowe	Durham, N. C.
A.B. (Randolph-Macon), Education. (S)	

<sup>\*</sup> On leave of absence in Spain, 1930-31.

Strauss, Grace	Augusta, Ga.
A.B. (University of Georgia), History, Mathe	ematics. (S)
Strother, Eura Vance A.B. (Duke), Education.	Durham, N. C.
Strother, Melissa Adele A.B. (Duke), French. (S)	Durham, N. C.
Stroven, Carl Gerhardt	Handala Hameli
A.B., A.M. (Stanford), English.	Honolulu, Hawaii
Stuart, Charles Morgan	Coronaca, S. C.
A.B. (Wofford), Mathematics. (S)	
Stuckey, Marjorie Alline	Bishopville, S. C.
A.B. (Columbia), Education. (S)	
	Davis N. C
Styron, Gertrude Mars	Davis, N. C.
A.B. (East Carolina Teachers), English, Fren	ich, Education. (S)
Sugden, Herbert Wilfred	Asheville, N. C.
A.B. (Harvard), A.M. (Duke), English.	
Sullivan, A. Lillian	Pinnacle, N. C.
A.B. (North Carolina College for Women), 1	
Sutton, Lucile Adeline	Powean, Va.
A.B. (University of Richmond), Education. (S	S')
Swanson, John Chester	Durham, N. C.
A.B. (University of Richmond), A.M. (Duke)	
Swaringen, James Wilson	Albemarle, N. C.
A.B. (Duke), Education. (S)	
Sykes, Paul Greene	Durham, N. C.
	,
A.D. (Wake Porest), filstory, (S)	
A.B. (Wake Forest), History. (S)	Honey Brook Da
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio	Honey Brook, Pa.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio	logy.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady	logy. Wesson, Miss.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa),	logy. Wesson, Miss. Chemistry, Physics. (S)
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), (Taylor, French Emmett	logy. Wesson, Miss.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S)	logy. Wesson, Miss. Chemistry, Physics. (S)
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S)	logy. Wesson, Miss. Chemistry, Physics. (S)
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes	Wesson, Miss. Chemistry, Physics. (S) Advance, N. C.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S)	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), of Taylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education.	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S)
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), of Taylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education, Levi Wilson	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), of Taylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education.	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S)
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), of Taylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education, Levi Wilson B.S. (George Peabody), Education. (S)	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S) Taylorsville, N. C.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education, Levi Wilson B.S. (George Peabody), Education. (S) Thomas, John Frederick	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S) Taylorsville, N. C. Detroit, Mich.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education, Levi Wilson B.S. (George Peabody), Education. (S) Thomas, John Frederick A.B., A.M. (University of Michigan), Psychology	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S) Taylorsville, N. C. Detroit, Mich.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education, Levi Wilson B.S. (George Peabody), Education. (S) Thomas, John Frederick A.B., A.M. (University of Michigan), Psychol Tilley, Ernest Clarence	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S) Taylorsville, N. C. Detroit, Mich. logy. Durham, N. C.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education, Levi Wilson B.S. (George Peabody), Education. (S) Thomas, John Frederick A.B., A.M. (University of Michigan), Psychol Tilley, Ernest Clarence A.B. (Duke), History, Education, Spanish. (S)	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S) Taylorsville, N. C. Detroit, Mich. logy. Durham, N. C.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education, Levi Wilson B.S. (George Peabody), Education. (S) Thomas, John Frederick A.B., A.M. (University of Michigan), Psychol Tilley, Ernest Clarence	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S) Taylorsville, N. C. Detroit, Mich. logy. Durham, N. C.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education, Levi Wilson B.S. (George Peabody), Education. (S) Thomas, John Frederick A.B., A.M. (University of Michigan), Psychol Tilley, Ernest Clarence A.B. (Duke), History, Education, Spanish. (S)	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S) Taylorsville, N. C. Detroit, Mich. logy. Durham, N. C.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education, Nancy Nettles A.B. (George Peabody), Education. (S) Thomas, John Frederick A.B., A.M. (University of Michigan), Psychol Tilley, Ernest Clarence A.B. (Duke), History, Education, Spanish. (S) Tipton, Samuel Ridley A.B. (Mercer), Zoölogy.	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S) Taylorsville, N. C. Detroit, Mich. logy. Durham, N. C. Macon, Ga.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education, Levi Wilson B.S. (George Peabody), Education. (S) Thomas, John Frederick A.B., A.M. (University of Michigan), Psychol Tilley, Ernest Clarence A.B. (Duke), History, Education, Spanish. (S) Tipton, Samuel Ridley A.B. (Mercer), Zoölogy. Trexler, Dora May	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S) Taylorsville, N. C. Detroit, Mich. logy. Durham, N. C. Macon, Ga. Spartanburg, S. C.
Talbot, Fred Ashton LL.B. (Temple), Education, Economics, Socio Tarbutton, Grady B.S. (Millsaps), M.S. (University of Iowa), Graylor, French Emmett A.B. (Emory and Henry), Education. (S) Taylor, Melvin Holmes A.B. (Duke), Education. (S) Taylor, Nancy Nettles A.B. (North Carolina College for Women), Education, Levi Wilson B.S. (George Peabody), Education. (S) Thomas, John Frederick A.B., A.M. (University of Michigan), Psychol Tilley, Ernest Clarence A.B. (Duke), History, Education, Spanish. (S) Tipton, Samuel Ridley A.B. (Mercer), Zoology. Trexler, Dora May A.B. (Converse), Economics, Political Science	logy. Wesson, Miss. Chemistry, Physics. (S) Advance, N. C. Norwood, N. C. Wilmington, N. C. nglish. (S) Taylorsville, N. C. Detroit, Mich. logy. Durham, N. C. Macon, Ga. Spartanburg, S. C.
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A.B. (Calvin), A.M. (Duke), Psychology, Bis Whaley, Otis B.S. (East Tennessee Teachers), M.Ed. (1	Holland, Mich.  blogy.  Durham, N. C.
A.B. (Calvin), A.M. (Duke), Psychology, Bis Whaley, Otis B.S. (East Tennessee Teachers), M.Ed. (Inomics, Education, French. (S) White, Gladys Ruth	Holland, Mich.  blogy.  Durham, N. C.
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<sup>\*</sup> A.B. to be conferred June, 1931.

*Williams, Erma Elizabeth A.B. (Duke), Political Science, Economics, La	Kenansville, N. C.	
Williams, Harold Fish Ph.B. (University of Wisconsin), Botany, Zoo	Ladysmith, Wisconsin	
Williams, Harvey Page A.B. (William and Mary), Mathematics.	Raleigh, N. C.	
Williams, Winona A.B. (Greensboro), English.	Ramseur, N. C.	
Williamson, Francis Marvin A.B. (Southern), Education, Religious Education	Spartanburg, S. C.	
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Wilson, Dorothy Estelle A.B. (Duke), Botany, Zoölogy, Education. (S'	Durham, N. C.	
Wilson, Flora Prevatte A.B. (University of North Carolina), Educatio	Durham, N. C.	
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Zimmerman, Mary Kate A.B. (Duke), English, Mathematics. (S)	Lexington, N. C.	
SUMMARY		
Graduate students, First Summer Term, 1930		
Graduate students, Second Summer Term, 1930 Graduate students, Academic Year, 1930-31		
		78
Deduct for duplications		31
Total enrollment	5	547

<sup>\*</sup> A.B. to be conferred June, 1931.

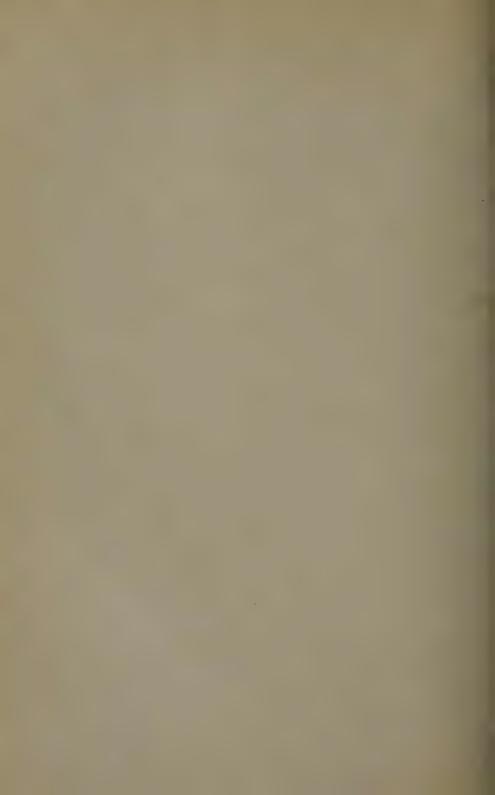












## BULLETIN

OF

# DUKE UNIVERSITY

### CATALOGUE NUMBER



1930-1931 ANNOUNCEMENTS FOR 1931-1932

> DURHAM, NORTH CAROLINA 1931



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#### UNIVERSITY CALENDAR

4004		
1931		
June	11.	Thursday—Registration of students for Summer School, first term.
June	12.	Friday—Instruction begins for Summer School, first term.
July	4.	Saturday—Independence Day—A holiday.
July 21	-22.	Tuesday, Wednesday—Final Examinations for Summer School, first term.
July	23.	Thursday—Instruction begins for Summer School, second term.
Aug. 29,	31.	Saturday, Monday—Final Examinations for Summer School, second term.
Sept.	9.	Wednesday, 9 A.M.—Assembly for all freshmen.
		Freshman orientation program begins.  10 A.M.—Entrance examinations for students not admitted by certificate.
Sept.	12.	Saturday, 4 P.M.—First regular faculty meeting of the academic year.
Sept.	14.	Monday—Freshman instruction begins.
Sept.	15.	Tuesday—Registration and matriculation of new students with advanced standing.
Sept.	16.	Wednesday—Formal opening of college. Registration of matriculated students.
Sept.	17.	Thursday—Instruction for sophomores, juniors, and seniors begins.
Sept. 17, 18,	19.	Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M., Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students.
Nov.	11.	Wednesday—Armistice Day—Part holiday—Public exercises.
Nov.	26.	Thursday—Thanksgiving Day—A holiday.
Dec.	11.	Friday—Duke University Day—Not a holiday.
Dec. 22.		Tuesday, 1 P.M.—Christmas recess begins.
1932		
Jan.	5.	Tuesday, 8:30 A.M.—Instruction is resumed.
Jan.	20.	Wednesday—Mid-year examinations begin.
Jan.	30.	Saturday—Last day for matriculation for second

semester.

#### DUKE UNIVERSITY

Feb.	1.	Monday—Second semester begins.		
Feb.	1.	Monday—Last day for submitting subjects for graduating orations.		
Feb.	22.	Monday—A holiday—Civic celebration in honor of Washington's birthday.		
Mar.	24.	Thursday, 4 P.M.—Easter recess begins.		
Mar.	29.	Tuesday, 8:30 A.M.—Instruction is resumed.		
Mar.	30.	Wednesday—Last day for submitting orations for Wiley Gray Contest.		
Apr.	29.	Friday—Last day for selection of courses for ensuing year.		
May	26.	Thursday—Final examinations begin.		
June	5.	Sunday—President's address to graduating class.		
June	6.	Monday—Annual meeting of the Board of Trustees.		
June	6.	Monday—Annual meeting of the Alumni and Alumnae Councils.		
June	6.	Monday evening—Graduating orations.		
June	7.	Tuesday morning—Commencement sermon.		
June	7.	Tuesday—Alumni Day—Class Reunions.  Afternoon—Alumni Address—meeting of the Alumni Association.  Afternoon—Alumnae Address—meeting of the Alumnae Association.		
June	7.	Tuesday evening—Reception in honor of the graduating class.		
June	8.	Wednesday morning—Commencement address; graduating exercises.		
June	8.	Wednesday afternoon at sunset—Lowering of the Flag by the graduating class.		

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Medical School and Hospital: Anderson, Page, Sherrill, Mayer.

School of Religion: Peele, Bradshaw, Kirk, Hurley, Marr.

Colleges and Graduate School of Arts and Sciences: Peacock. Roper.

TURRENTINE, BARNHARDT.

Law School: Smith, Womble, Bell, Turner. Libraries: North, Hanes, Lambeth, Weaver.

Business Administration of the University: ODELL, REYNOLDS, LONG, ELIAS.

#### OFFICERS OF ADMINISTRATION

#### GENERAL ADMINISTRATION

- FEW, WILLIAM PRESTON, A.B., A.M., Ph.D., Litt.D., LL.D.

  President Duke University West Campus
- FLOWERS, ROBERT LEE, A.M., LL.D.

  Vice-president in the Business Division,

  Secretary, and Treasurer

  Duke University West Campus
- WANNAMAKER, WILLIAM HANE, A.B., A.M., Litt.D.

  Vice-president in the Educational Division
  and Dean of the University

  Duke University West Campus
- Brown, Frank Clyde, A.B., A.M., Ph.D. Comptroller

410 Buchanan Road

LEE, ARTHUR CARL, B.S., C.E. Chief Engineer

Duke University West Campus

#### INSTRUCTIONAL ADMINISTRATION

- Wannamaker, William Hane, A.B., A.M., Litt.D.

  Dean of Trinity College Duke University West Campus
- BALDWIN, ALICE MARY, A.B., A.M., Ph.D.

  Dean of the Woman's College Faculty Apartments, East Campus
- GREENE, WALTER KIRKLAND, A.B., A.M., Ph.D.

  Dean of Undergraduate Instruction Duke University West Campus
- Herring, Herbert James, A.B., A.M.

  Assistant Dean of Trinity College

  Assistant Dean of Trinity College
- ARNOLD, DEAN MOXLEY, B.S., A.M. Faculty Apartments, East Campus Assistant Dean of Trinity College
- SMITH, RUTH SLACK, MRS., A.B., A.M.

  Assistant Dean of the Woman's College

Faculty Apartments, East Campus

- GLASSON, WILLIAM HENRY, Ph.B., Ph.D. 710 Buchanan Road

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- RANKIN, ROBERT STANLEY, A.B., A.M., Ph.D.

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- MILLER, JUSTIN, A.B., LL.B., J.D. Duke University West Campus

  Dean of the School of Law
- DEAN, GORDON EVANS, A.B., J.D.

  Assistant to the Dean of the School of Law

  6 Bickett Apartments

HOLTON, HOLLAND, A.B., J.D. Director of the Summer School 809 Watts Street

RUSSELL, ELBERT, A.B., A.M., Ph.D. Dean of the School of Religion

811 Vickers Avenue

GARBER, PAUL NEFF, A.B., A.M., Ph.D. Duke University West Campus Registrar of the School of Religion

DAVISON, WILBURT CORNELL, A.B., B.A., B.Sc., A.M., M.D. Dean of the School of Medicine

Hope Valley

KORSTIAN, CLARENCE FERDINAND, B.S.F., M.F., M.A., Ph.D. Director of the Duke Forest

2407 Club Boulevard

MAUGHAN, WILLIAM, B.S., M.F. Assistant Director of the Duke Forest 2307 Club Boulevard

#### STUDENT HEALTH AND WELFARE

WADE, WALLACE, A.B.

402 Buchanan Road

Director of Physical Education GERARD, KENNETH, B.S.

Duke University

Assistant in Physical Education

321 East Main Street

SPEED, JOSEPH ANDERSON, M.D. College Physician

HARDISON, MARY, R.N.

Duke University West Campus

Resident Nurse

RAMSEY, SARAH WRAY, R.N. Resident Nurse

Duke University East Campus

PEMBERTON, MARY NORCUTT, MRS. Hostess

Kilgo Quadrangle Duke University West Campus

BARNES, JAMES FOSTER, A.B., A.M.

Director of Social and Religious Activities Trinity College

113 Watts Street

113 Watts Street

BARNES, MRS, JAMES FOSTER Director of the Woman's College Musical Clubs

512 Watts Street

LEFTWICH. GEORGE ELLETT Director of the College Orchestras and Band

WILSON, MARY GRACE, A.B. Joseph G. Brown House Social Director of the Woman's College

Head of Joseph G. Brown House

SEABOLT, LOUISE, A.B., A.M. Alspaugh House Assistant to the Dean of the Woman's College

Head of Alspaugh House ANDERSON, ELIZABETH, A.B., A.M.

Bassett House

Assistant to the Dean of the Woman's College Head of Bassett House

KESTLER, MARY, A.B. Head of Pegram House Pegram House

#### BUSINESS ADMINISTRATION

FLOWERS, ROBERT LEE, A.M., LL.D. Duke University West Campus Secretary and Treasurer

MARKHAM, CHARLES BLACKWELL, A.B., A.M. 204 Dillard Street
Assistant Treasurer

JORDAN, CHARLES EDWARD, A.B. Duke University West Campus
Assistant Secretary

Whitted, Walter Lewis 1204 College Road Bookkeeper

Dooley, Nell, R.N. Duke University West Campus Dietitian, the Union

HUNT, SAMUEL ROBERT 817 Fourth Street
Suberintendent of Buildings and Grounds

MARTIN, LILLY SLADE, MRS. 819 Fourth Street
Subervisor of Dormitories

RICKS, RUTH HARRISS, Mrs. Duke University East Campus
Dietitian, Southgate Hall

ROBERSON, HELEN, MRS. Duke University East Campus

Dietitian, the Union

SAWYER, OTIS, A.B. Faculty Apartments, East Campus Manager, the Duke University Stores

THOMPSON, JAMES EDWARD Powe Apartments, Buchanan Road Manager, the Duke University Dining Halls

TYREE, WILLIAM ALLEN, A.B. 610 Buchanan Road

Director in the Business Division

WHITFORD, WILLIAM EDWARD, A.B. Duke University

Assistant Director in the Business Division

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DWIRE, HENRY RUDOLPH, A.B., A.M.

Director of Public Relations and Alumni Affairs

The Union, Duke University West Campus

Aldridge, Elizabeth, A. B. Duke University East Campus
Assistant Alumni Secretary

RIPPY, JAMES FRED, A.B., A.M., Ph.D. Forest Hills Editor, the Duke University Press

SEEMAN, ERNEST
Manager, the Duke University Press

111 West Seeman Street

WILKINSON, ALBERT ALEXANDER 1113 Alabama Avenue
Director, the News Bureau

#### INSTRUCTIONAL STAFF

The date denotes the first year of service.

- \*Adams, Donald Keith, (1931) A.B., M.A., Ph.D. Duke University Assistant Professor of Psychology
- Addoms, Ruth, (1930) B.A., M.A., Ph.D.

  Instructor in Botany 203 Faculty Apartments, East Campus
- ALDRIDGE, FRED SOULE, (1922) A.B., A.M.

  Assistant Professor of Mathematics Duke University East Campus
- ALYEA, EDWIN PASCAL, (1930) S.B., M.D. 1019 Markham Avenue
  Assistant Professor of Urology
- Amoss, Harold Lindsay, (1930) S.B., M.S., Dr.P.H., Sc.D., M.D. Professor of Medicine Hope Valley
- Andrew Runni, (1929) A.B., Ph.D. 2404 Club Boulevard Professor of Latin
- Anderson, William Banks, (1930) A.B., M.D. 6 Beverly Apartments Instructor in Oto-Laryngology
- Arnold, Dean Moxley, (1925) B.S., A.M.

  Instructor in Mathematics 116 Faculty Apartments, East Campus
- †Avery, George Sherman, Jr., (1927) B.S., M.S., Ph.D.

  Assistant Professor of Botany 510 Buchanan Road
- Baker, Bessie, (1930) B.S., R.N.

  Dean of the School of Nursing and Professor of

  Nursing Education

  Giles House
- BAKER, ROGER DENIO, (1930) A.B., M.D. 2418 Club Boulevard Instructor in Anatomy
- BALDWIN, ALICE MARY, (1923) A.B., A.M., Ph.D.

  Associate Professor of History

  308 Faculty Apartments, East Campus
- BAUM, PAULL FRANKLIN, (1922) A.B., A.M., Ph.D.

  Professor of English 103 Faculty Apartments, East Campus
- Bernheim, Frederick, (1930) A.B., Ph.D. University Drive
  Assistant Professor of Physiology
- BERNHEIM, MARY CHRISTIAN LILAS, MRS., (1930) B.A., M.A., Ph.D.

  Instructor in Biochemistry

  University Drive
- Bigelow, Lucius Aurelius, (1929) S.B., Ph.D. 909 Gregson Street

  Assistant Professor of Chemistry
  - \* Service begins September, 1931. † On leave of absence, 1930-1931.

BIRD, HAROLD CRUSIUS, (1926) Ph.B., C.E. 1306 Mangum Street Professor of Civil Engineering

BLACK, MARTIN LEE, JR., (1930) A.B., C.P.A. 11 Aycock Apartments Instructor in Accounting

\*BLACKBURN, WILLIAM MAXWELL, (1926) A.B., B.A. 303 Swift Avenue Instructor in English

BLOMOUIST, HUGO LEANDER, (1920) B.S., Ph.D. 1305 B Street Professor of Botany

BOLICH, WILLIAM BRYAN, (1927) A.B., B.A., M.A., B.C.L. Professor of Law 217 Faculty Apartments, East Campus

BOYD, WILLIAM KENNETH, (1906) A.B., A.M., Ph.D. Professor of History Franklin Court Apartments

\*\*Bradway, John Saeger, (1931) A.B., LL.B. Duke University Professor of Law

Branscomb, Bennett Harvie, (1925) A.B., B.A., M.A., Ph.D. Professor of New Testament Language and Literature Hope Valley

Brown, Frank Clyde, (1909) A.B., A.M., Ph.D. 410 Buchanan Road Professor of English

Brownell, William Arthur, (1930) A.B., A.M., Ph.D. Hope Valley Professor of Educational Psychology

BRYSON, THADDEUS DILLIARD, (1928). Hope Valley Professor of Law

CANNON, JAMES, III, (1919) A.B., A.M., Th.B., Th.M. Hope Valley Ivey Professor of History of Religion and Missions

CARPENTER, DAVID WILLIAMS, (1929) A.B., M.A. 708 Buchanan Road Instructor in Physics

CARR, JOHN WINDER, JR., (1926) A.B., A.M., Ph.D. Associate Professor of Education 602 Buchanan Road

CARROLL, EBER MALCOLM, (1923) A.B., A.M., Ph.D. Associate Professor of History

209 Faculty Apartments, East Campus

†CARTER, BAYARD, (1931) A.B., M.D. Duke University Professor of Obstetrics and Gynecology

CAVERS, DAVID FAROUHAR, (1931) B.S., LL.B. Duke University Assistant Professor of Law

CHASE, LEWIS, (1929) A.B., A.M., Ph.D. Faculty Club, East Campus Professor of English

CHILDS, BENJAMIN GUY, (1924) A.B., A.M. 604 Buchanan Road Professor of Education

<sup>\*</sup> On leave of absence, 1930-1931. \*\* Service begins September, 1931. † Service begins July, 1931. ‡ Service begins September, 1931.

Collins, Gyfford Davidson, (1926) A.B., A.M. 2011 University Drive Assistant Professor of Physics

CONSTANT, FRANK WOODBRIDGE, (1930) B.S., Ph.D.

Instructor in Physics 9 Bickett Apartments

COTTON, WILLIAM JOSEPH HENRY, (1920) A.B., A.M., Ph.D.

Professor of Economics and Business Administration

1003 Trinity

1003 Trinity Avenue

COWPER, FREDERICK AUGUSTUS GRANT, (1918) A.B., A.M., Ph.D.

Professor of Romance Languages 1017 Dacian Avenue

CRANFORD, WILLIAM IVEY, (1891) A.B., Ph.D. 708 Buchanan Road Carr Professor of Philosophy

CRAVEN, ERLE BULLA, JR., (1930) A.B., M.D. 4117 Duke Hospital Instructor in Pathology

CRUM, MASON, (1930) A.B., Ph.D. 1308 College Road Visiting Assistant Professor of Biblical Literature 1930-1931

CUNNINGHAM, BERT, (1920) B.S., M.S., A.M., Ph.D.

Professor of Biology 1200 College Road

Dale, Julia, (1930) A.B., A.M., Ph.D. 300 Monmouth Avenue Assistant Professor of Mathematics

DAVISON, WILBURT CORNELL, (1927) A.B., B.A., B.Sc., M.A., M.D. Dean of School of Medicine and Professor of Pediatrics

Hope Valley

EADIE, GEORGE SHARP, (1930) B.A., M.A., M.B., Ph.D.

Professor of Physiology and Pharmacology 3709 Duke Station

EAGLE, WATT WEEMS, (1930) A.B., M.D. 1 Salmon Apartments

Assistant Professor of Oto-Laryngology

EASLEY, HOWARD, (1930) A.B., M.A., Ph.D. Duke University

Assistant Professor of Education

EDWARDS, CHARLES WILLIAM, (1898) A.B., A.M., M.S.

Professor of Physics 406 Buchanan Road

ELLIOTT, WILLIAM WHITFIELD, (1925) B.A., M.A., Ph.D.

Professor of Mathematics Faculty Club, East Campus

ELLWOOD, CHARLES ABRAM, (1930) Ph.B., Ph.D., LL.D.

Professor of Sociology Duke University West Campus

FLOWERS, ROBERT LEE, (1891) A.M., LL.D.

Professor of Mathematics

Duke University West Campus

Forbus, Wiley Davis, (1930) A.B., M.D. Hope Valley Professor of Pathology

\*Frey, Alexander Hamilton, (1931) A.B., M.A., LL.B., J.P.D.

Visiting Professor of Law 1931-1932 Duke University

\* Service begins September, 1931.

\*Fuller, Lon, (1931) A.B., J.D. Professor of Law

Duke University

GARBER, PAUL NEFF, (1924) A.B., A.M., Ph.D.

Professor of Church History Duke University West Campus

GARDINER, ANN HENSHAW, (1930) R.N., B.S., M.S.

Assistant Professor of Nursing Education Giles House

GARDNER, CLARENCE, JR., (1930) A.B., M.D. 1418 Duke Hospital Instructor in Surgery

GATES, ARTHUR MATHEWS, (1909) A.B., A.M., Ph.D.

Assistant Professor of Latin 1030 W. Trinity Avenue

GILBERT, ALLAN, (1920) B.A., A.M., Ph.D. 516 Carolina Circle Professor of English

GILBERT, KATHERINE EVERETT, (1930) A.B., A.M., Ph.D.

Professor of Philosophy 516 Carolina Circle

GLASSON, WILLIAM HENRY, (1902) Ph.B., Ph.D. 710 Buchanan Road Professor of Political Economy and Social Science

Godbey, Allen Howard, (1926) A.B., Ph.D. Professor of Old Testament

303-4 Faculty Apartments, East Campus

Gohdes, Clarence, (1930) A.B., A.M., Ph.D. Assistant Professor of English

216 Faculty Apartments, East Campus

Gray, Edward Rutherford, (1929) A.B., A.M. Assistant Professor of Economics

101 Faculty Apartments, East Campus

Gray, Irving Emery, (1930) B.S., M.S., Ph.D. 2405 Club Boulevard Instructor in Zoölogy

Greene, Walter Kirkland, (1928) A.B., A.M., Ph.D.

Professor of English Duke University West Campus

Gross, Paul Magnus, (1919) B.S., A.M., Ph.D. Hope Valley
William Howell Pegram Professor of Chemistry

HALL, Frank Gregory, (1926) A.B., A.M., Ph.D. 1011 Dacian Avenue Professor of Zoölogy

HALL, WILLIAM HOLLAND, (1915) A.B., A.M., B.C.E., M.S.C.E.

Professor of Engineering Faculty Club, East Campus

†Hamblen, Edwin Crowell, (1931) A.B., M.D. Duke Hospital Associate Professor of Obstetrics and Gynecology

‡Hamilton, Earl Jefferson, (1927) B.S., A.M., Ph.D.

Professor of Economics

Duke University

\* Service begins September, 1931.

† Service begins July, 1931.

‡ On leave of absence, 1930-1931.

- HANSEN-PRÜSS, OSCAR CARL EDWARD, (1930) A.B., M.D. Hone Valley Assistant Professor of Medicine
- HARGITT, GEORGE THOMAS. (1930) Ph.B., A.M., Ph.D. 606 Buchanan Road Professor of Zoölogy
- \*HARRISON, GLENN, (1931) A.B., M.D. Duke Hospital Instructor in Pediatrics
- HART, DERYL, (1930) A.B., A.M., M.D. Washington Duke Hotel Professor of Surgery
- \*\*HATLEY, CHARLES CLEVELAND, (1917) A.B., A.M., Ph.D. 708 Buchanan Road Professor of Physics
- HAUSER, CHARLES ROY, (1929) B.S., M.S., Ph.D. 1011 Monmouth Avenue Instructor in Chemistry
- HERRING, HERBERT JAMES, (1924) A.B., A.M. Instructor in Debating 8 Ambassador Apartments
- HETHERINGTON, DUNCAN CHARTERIS, (1930) A.B., Ph.D., M.D. Associate Professor of Anatomy Washington Duke Hotel
- HICKMAN, FRANKLIN SIMPSON, (1927) A.B., A.M., S.T.B., Ph.D. Professor of Psychology of Religion 1308 College Road
- HICKSON, ARTHUR OWEN, (1929) A.B., A.M., Ph.D. Assistant Professor of Mathematics 1511 W. Pettigrew Street
- \*\*\*HOFFMAN, GEORGE, (1932) A.B., A.M. Duke University Instructor in English
- HOLLINSHEAD, WILLIAM HENRY, (1930) B.A., M.S. 2309 Englewood Avenue Instructor in Anatomy
- HOLTON, HOLLAND, (1912) A.B., J.D. 809 Watts Street Professor of the History and Science of Education
- Hoover, Calvin Bryce, (1925) A.B., Ph.D. 2413 Club Boulevard Professor of Economics
- HOPKINS, DWIGHT LUCIAN, (1928) B.S., M.S., Ph.D. Assistant Professor of Zoölogy 306 Faculty Apartments, East Campus
- HORACK, HUGO CLAUDE, (1930) A.B., LL.B. Professor of Law Duke University West Campus
- Hubbell, Jay Broadus, (1927) A.B., A.M., Ph.D. Professor of English 206 Faculty Apartments, East Campus
- †JENSEN, HOWARD, (1931) A.B., B.D., Ph.D. Duke University Professor of Sociology
- JOHNSTON, CHRISTOPHER, (1930) A.B., M.D. Assistant Professor of Medicine 1603 West Chapel Hill Street

<sup>\*</sup> Service begins July, 1931. \*\* On leave of absence, spring 1931. \*\*\* Service begins February, 1932. † Service begins September, 1931.

JORDAN, ARCHIBALD CURRIE, (1925) A.B., A.M.

Assistant Professor of English Faculty Club, East Campus

JORDAN, BRADY RIMBEY, (1927) Litt.B., Ph.D. 2409 Club Boulevard Professor of Romance Languages

Kirkwood, Marion Rice, (1930) A.B., J.D.,LL.D. 102 Markham Avenue Visiting Professor of Law 1930-1931

Korstian, Clarence Ferdinand, (1930) B.S.F., M.F., M.A., Ph.D. Professor of Silviculture 2407 Club Blvd.

KRUMMEL, CHARLES ALBERT, (1922) Ph.B., Ph.M., Ph.D.

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\*LANNING, JOHN TATE, (1928) A.B., A.M., Ph.D. Duke University Instructor in History

LAPRADE, WILLIAM THOMAS, (1909) A.B., Ph.D.

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LUNDHOLM, HELGE, (1930) Ph.D. 1118 N. Duke Street
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MACKAY, DOROTHY LOUISE, (1930) A.B., M.A., Docteur de L'Université de Paris 114 Faculty Apartments, East Campus Assistant Professor of History

MACKLER, HYMAN, (1930) A.B., A.M. Duke University Instructor in Physiology and Pharmacology

MAGGS, DOUGLAS BLOUNT, (1930) A.B., J.D., S.J.D. Hope Valley Professor of Law

MANCHESTER, ALAN KREBS, (1929) A.B., A.M., Ph.D.

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MARKHAM, CHARLES BLACKWELL, (1909) A.B., A.M.

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MARTIN, ELSIE WILSON, MRS., (1930) A.B., M.S.

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MATHEWS, RALPH THOMPSON, (1930) B.S. 1209 Virginia Avenue Instructor in Mechanical Engineering

MAUGHAN, WILLIAM, (1931) B.S., M.F. 2307 Club Boulevard Assistant Professor of Forestry

†McBryde, Angus, (1931) A.B., M.D. Duke Hospital Instructor in Pediatrics

<sup>\*</sup> On leave of absence, 1930-1931. \*\* Service begins September, 1931. † Service begins July, 1931.

- McCloy, Shelby Thomas, (1927) A.B., M.A., B.A., B.Litt. 909 Gregson Street Instructor in History
- Duke University McCrea, Forrest. (1930) M.S., Ph.D. Associate Professor of Physiology
- McDermott, Malcolm. (1930) A.B., LL.B. 1011 Dacian Avenue Professor of Law
- \*McDougall, William, (1927) B.A., M.A., M.B., D.Sc., Litt.D. Professor of Psychology Duke University
- MILES, EDWARD ROY CECIL. (1929) B.S., M.A., Ph.D. Assistant Professor of Mathematics

118 Faculty Apartments, East Campus

- MILLER, JUSTIN, (1930) A.B., LL.B., J.D. Professor of Law Duke University West Campus
- MITCHELL, FRANK KIRBY, (1926) A.B., A.M. 1008 W. Trinity Avenue Associate Professor of English
- Myers, Hiram Earl, (1926) A.B., S.T.B., S.T.M. 203 Watts Street Professor of Biblical Literature
- \*\*Nelson, Ernest William, (1926) A.B., A.M., Ph.D. Assistant Professor of History Duke University
- NIELSEN, WALTER McKINLEY, (1925) B.S., Ph.D. Assistant Professor of Physics 901 Mangum Street
- ORMOND, JESSE MARVIN, (1923) A.B., B.D. 301 Watts Street Professor of Practical Theology
- †OSBORNE, GEORGE EDWARD, (1931) A.B., LL.B., S.J.D. Duke University Visiting Professor of Law 1931-1932
- PATTERSON, EARL BACHMAN, (1920) A.B., A.M. 1024 Monmouth Avenue Assistant Professor of Mathematics
- PATTON, LEWIS, (1926) A.B. 214 Swift Avenue Assistant Professor of English
- Pearse, Arthur Sperry, (1926) B.S., A.M., Ph.D. Hope Valley Professor of Zoölogy
- Peppler, Charles William. (1912) A.B., Ph.D. 406 Buchanan Road Professor of Greek
- Perlaweig, William, (1930) B.S., A.M., Ph.D. Professor of Biochemistry Hope Valley
- Persons, Elbert Lapley, (1930) A.B., M.D. 3107 Duke Hospital Instructor in Medicine
- PROCTOR, ARTHUR MARCUS, (1923) A.B., A.M., Ph.D. Professor of Education Beverly Apartments
  - \* On leave of absence, spring 1931. \*\* On leave of absence, 1930-1931. † Service begins September, 1931.

RANKIN, ROBERT STANLEY, (1927) A.B., A.M., Ph.D.

Associate Professor of Political Science 1007 W. Trinity Avenue

RANKIN, WILLIAM WALTER, JR., (1926) B.E., M.A.

Professor of Mathematics 1011 Gloria Avenue

RATCHFORD, BENJAMIN ULYSSES, (1928) A.B., A.M.

Instructor in Economics 118 Faculty Apartments, East Campus

REEVES, ROBERT JAMES, (1930) A.B., M.D. 1004 Markham Avenue
Assistant Professor of Roentgenology

RHINE, JOSEPH BANKS, (1927) B.S., M.S., Ph.D. Nation Avenue
Assistant Professor of Psychology

RIPPY, JAMES FRED, (1926) A.B., A.M., Ph.D. Forest Hills Professor of History

ROBERTS, CHRISTOPHER, (1929) B.S., A.M., Ph.D. Assistant Professor of Economics

101 Faculty Apartments, East Campus

Rosborough, Ruskin Raymond, (1925) A.B., A.M., Ph.D., Docteur en philologie Classique, Louvain.

Professor of Latin Faculty Club. East Campus

Ross, Robert Alexander, (1930) B.S., M.D. 214 Swift Avenue Assistant Professor of Obstetrics and Gynecology

Rowe, Gilbert Theodore, (1928) A.B., D.D., Litt.D. 212 Watts Street Professor of Christian Doctrine

RUFFIN, JULIAN, (1930) A.B., M.A., M.D.

Assistant Professor of Medicine

3 Manchester Apartments

Russell, Elbert, (1926) A.B., A.M., Ph.D. 811 Vickers Avenue Professor of Biblical Interpretation

SAYLOR, JOHN HENRY, (1928) A.B., A.M., Ph.D. 910 Broad Street Instructor in Chemistry

Schealer, Samuel Raymond, (1927) E.E., M.S. Hope Valley Professor of Electrical Engineering

Seeley, Walter James, (1925) E.E., M.S. 1007 Urban Avenue Professor of Electrical Engineering

SHANDS, ALFRED RIVES, JR., (1930) B.A., M.D. 1001 Lamond Avenue
Assistant Professor of Orthopedics

Shears, Lambert Armour, (1927) A.B., A.M., Ph.D.

Instructor in German 917 Green Street

SHIELDS, JOHN HERMAN, (1926) A.B., A.M.

Assistant Professor of Accounting Faculty Club, East Campus

Shryock, Richard Harrison, (1925) B.S., Ph.D.

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SMITH, DAVID TILLMAN, (1930) A.B., M.D. Duke University
Associate Professor of Medicine

\*SMITH, HILRIE SHELTON, (1931) A.B., Ph.D., D.D. Duke University Professor of Religious Education.

SMITH, SUSAN GOWER, (1930) A.B., M.A. Instructor in Biochemistry

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Spears, Marshall Turner, (1927) A.B., A.M. 501 Watts Street Lecturer in Law

Spence, Bessie Whitten, Mrs., (1929) A.B., A.M., B.D. Hope Valley Instructor in Biblical Literature

Spence, Hersey Everett, (1918) A.B., A.M., B.D. Hope Valley Professor of Biblical Literature and Religious Education

STANBURY, WALTER ALBERT, (1929) A.B., D.D.

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Steinhauser, Frederick Edward, (1923) A.B., A.M.

Instructor in Romance Languages 7 Bickett Apartments

Swett, Francis Huntington, (1930) A.B., M.A., Ph.D. Hope Valley Professor of Anatomy

TAYLOR, HAYWOOD, (1930) B.S., M.S., Ph.D. Forest Hills Assistant Professor of Biochemistry

THOMAS, JOSEPH MILLER, (1930) A.B., Ph.D. Assistant Professor of Mathematics

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Towe, William Thompson, (1924) A.B. 624 Club Boulevard
Assistant Professor of Business Law

Vance, Mary Hendren, Mrs., (1926) A.B., A.M. Assistant Professor of English

305 Faculty Apartments, East Campus

VIETH, PAUL HERMAN, (1931) A.B., B.D., Ph.D.

Visiting Professor of Religious Education, 1931

Duke University

VOLLMER, CLEMENT, (1926) A.B., A.M., Ph.D. Professor of German Duke

Duke University West Campus

Vosburgh, Warren Chase, (1928) B.S., M.S., Ph.D.

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ADE. WALLACE. (1931) A.B. 402 Buchanan Road

WADE, WALLACE, (1931) A.B. Director of Athletics

WALKER, THOMAS TIPTON, (1931) B.S., M.S., M.D. Duke University Instructor in Pathology

Walton, Loring Baker, (1929) Lic. ès L. 2411 Club Boulevard
Assistant Professor of Romance Languages

Wannamaker, William Hane, (1904) A.B., A.M., Litt.D.

Professor of German Duke University West Campus

WAY, VERNON ELGIN, (1930) A.B., A.M., M.A.

Assistant Professor of Greek

\* Service begins September, 1931.

Webb, Albert Micajah, (1903) A.B., A.M. 1017 Trinity Avenue Professor of Romance Languages

West, Alfred Thurber, (1930) B.S.

Instructor in English 202 Faculty Apartments, East Campus

WHITE, MARIE ANNE, MRS., (1930) A.B., A.M. Hope Valley
Instructor in English

WHITE, NEWMAN IVEY, (1919) A.B., A.M., Ph.D. Hope Valley Professor of English

Widgery, Alban Gregory, (1930) B.A., M.A. 303 Union, West Campus Professor of Philosophy

WILSON, FREDERICK ELIPHAZ, (1923) A.B., A.M. 1004 Urban Avenue Assistant Professor of German

WILSON, ROBERT NORTH, (1910) A.B., M.S. 822 Third Street Professor of Chemistry

WILSON, ROBERT RENBERT, (1925) A.B., A.M., Ph.D. Professor of Political Science 602 W. Chapel Hill Street

Wolf, Frederick Adolphus, (1927) A.B., A.M., Ph.D.

Professor of Botany 807 Second Street

Woody, Robert Hilliard, (1929) Ph.B., A.M., Ph.D.

\*Instructor in History\* 901 Sixth Street\*

Young, Edward Hudson, (1923) A.B., A.M. Beverly Apartments

Assistant Professor of Romance Languages

ZENER, KARL EDWARD, (1928) A.B., A.M., Ph.D. Nation Avenue
Assistant Professor of Psychology

## INSTRUCTIONAL STAFF WITHOUT SEAT IN THE GENERAL FACULTY

Anderson, Charles Roberts, (1930) A.B., A.M.

Instructor in English 216 Faculty Apartments, East Campus

BAKER, ELEANOR USSHER, (1930) A.B.

\*\*Instructor in English in School of Nursing\*\*

Duke Hospital

BATCHELDER, MARION FRANCES, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision

Bean, Ruth, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision

Bolich, Lilian Harrison, Mrs., (1929) A.B., A.M., Ph.D.

Instructor in Chemistry 217 Faculty Apartments, East Campus

Bridgers, Furman Anderson, (1926) A.B., A.M. 1104 Watts Street Instructor in Romance Languages

\*Brown, Frances, (1931) A.B., Ph.D. Duke University Instructor in Chemistry

\* Service begins September, 1931.

CREAGER, DON BAKER, (1930) B.S., M.S. Instructor in Botanv

Green Street

Davis, Gifford, (1930) A.B., A.M.

Instructor in Romance Languages

307 Faculty Apartments, East Campus

Dressel, Francis George, (1929) B.S., M.S.

Instructor in Mathematics Hous

House O, 209 Kilgo Quadrangle

Epperson, Jeffe Harrison, (1930) B.S. 1202 Mangum Street Instructor in Preventive Medicine and Public Health

GODARD, JAMES McFATE, (1930) A.B., A.M. 811 Second Street Instructor in Education

Grant, Louise, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision

Greenwood, Joseph, (1930) A.B., A.M. Nation Avenue Instructor in Mathematics

Gregory, George MacKendrick, (1927) A.B., A.M. 611 Watts Street Instructor in English

HAGAN, CHARLES BANNER, (1930) A.B., A.M.

Instructor in Economics House P, 207 Kilgo Quadrangle

\*HALL, LOUISE, (1931) A.B., B.S. in Arch. Duke University Instructor in Art

Janney, Emily, (1931) R.N. Duke Hospital Instructor in Nursing Administration and Supervision

\*JENKINS, WILBERT ARMONDE, (1931) A.B., A.M. Duke University Instructor in Botany

Kiefer, Felix, (1931) Ph.D. Duke University

Lecturer in Chemistry

\*Kramer, Paul, (1931) A.B., M.Sc., Ph.D. Duke University Instructor in Botany

LAWLOR, NANCY LINDSAY, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision

LAXTON, AUGUSTA, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision

LEMERT, BEN FRANKLIN, (1930) B.S.E., M.A. 1007 W. Trinity Avenue Instructor in Economic Geography

MABRY, WILLIAM ALEXANDER, (1930) A.B., A.M.

Instructor in History House P, 212 Kilgo Quadrangle

MAXWELL, WILLIAM CARY, (1930) A.B., A.M.

Instructor in German House O, 306 Kilgo Quadrangle

McCutcheon, Ernest Parrish, (1930) D.D.S. Beverly Apartments

Instructor in Dentistry

<sup>\*</sup> Service begins September, 1931.

Nelson, Hulda Gertrude, (1930) R.N. Duke Hospital Instructor in Nursing Administration and Supervision

Nichol, Archibald Jamieson, (1930) A.B., M.A.

Instructor in Economics 12 Bickett Apartments

Pace, Donald Metcalf, (1930) B.S., M.A. Duke Hospital Instructor in Biology

Parks, Taylor, (1930) A.B., M.A. House P, 209 Kilgo Quadrangle Instructor in History

Powers, Oscar, (1930) A.B. Duke University Instructor (Part time) in Latin

QUYNN, WILLIAM ROGERS, (1930) B.A., M.A. 507 Watts Street Instructor in French

Schomer, Harold, (1929) B.S., M.S. 918 Urban Avenue Instructor in Botany

SIMPSON, WILLIAM HAYS, (1930) A.B., A.M. 1009 W. Trinity Avenue Instructor in Political Science

SMITH, RUTH SLACK, MRS., (1927) A.B., A.M.

Instructor in Education 115 Faculty Apartments, East Campus

Sugden, Herbert Wilfrid, (1929) A.B., A.M.

Instructor in English 201 Faculty Apartments, East Campus

TRUESDALE, JAMES NARDIN, (1930) A.B., A.M. Duke University Instructor (Part time) in Greek

Ward, Charles Eugene, (1927) A.B., A.M.

Instructor in English 201 Faculty Apartments, East Campus

WILLIAMS, HAROLD FISH, (1930) B.S. Duke University Instructor in Botany

#### VISITING LECTURERS, 1930-1931

Allan, William, A.B., M.D. Visiting Lecturer in Medicine

Anderson, Albert, A.B., A.M., M.D. Visiting Lecturer in Psychiatry

Anderson, Paul Vernon, A.B., A.M., M.D. Visiting Lecturer in Psychiatry

Brenizer, Addison Gorgas, A.B., M.D. Visiting Lecturer in Surgery

Crowell, Andrew Johnson, D.Sc., M.D. Visiting Lecturer in Urology

Hanes, Frederic Moir, A.B., A.M., M.D. Visiting Lecturer in Neurology

HICKS, VONNIE MONROE, M.D.
Visiting Lecturer in Ophthalmology

MACNIDER, WILLIAM DE BERNIERE, M.D. Visiting Lecturer in Pharmacology

McCain, Paul Pressley, A.B., M.D. Visiting Lecturer in Medicine

MILLER, OSCAR LEE, M.D.
Visiting Lecturer in Orthopedics

RANKIN, WATSON SMITH, M.D., D.Sc.
Visiting Lecturer in Preventive Medicine and Public Health

ROYSTER, HUBERT ASHLEY, A.B., M.D. Visiting Lecturer in Surgery

SHORE, CLARENCE ALBERT, S.B., M.S., M.D.

Visiting Lecturer in Preventive Medicine and Public Health

WILLIS, CHARLES BYRD, M.D. Visiting Lecturer in Surgery

#### PHYSICAL EDUCATION

#### TRINITY COLLEGE, DUKE UNIVERSITY

WADE, WALLACE, (1931) A.B. Director of Physical Education 402 Buchanan Road

VOYLES, CARL, (1931) B.S. Assistant Director of Physical Education Duke University

BAKER, LENOX DIAL, (1929) Trainer in Physical Education Duke University

CALDWELL, HERSCHEL, (1930) Assistant in Physical Education

House A. 105 Craven Ouadrangle

CAMERON, EDMUND McCullough, (1926) A.B. Assistant in Physical Education

2 Manchester Apartments

CARD, WILBUR WADE, (1902) A.B. Director of the Gymnasium

1110 Minerva Avenue

COOMBS, JOHN WESLEY, (1929) B.S. House DD, 101 Craven Quadrangle Assistant in Physical Education

HAGLER, ELLIS, (1930) Assistant in Physical Education House A. 105 Craven Quadrangle

\*SINGTON, FRED. (1931) A.B. Assistant in Physical Education Duke University

\*GERARD, KENNETH, (1931) B.S. Assistant in Physical Education Duke University

#### WOMAN'S COLLEGE

GROUT, JULIA REBECCA, (1924) A.B., M.S.

Director of Physical Education Faculty Apartments, East Campus

MOIZE, VIVIAN, (1927) Assistant in Physical Education 109 East Markham Avenue

WYCHE, ALMA, (1930) A.B. Assistant in Physical Education Bassett House

#### UNIVERSITY FELLOWS

Alexander, Thomas Robert Economics 301 House P A.B., Davidson College; B.D., Union Seminary; A.M., Duke University

Basler, Roy Prentice, Jr. English 214 Faculty Apartments A.B., Central College; A.M., Duke University East Campus

Blake, Nelson Morehouse History 210 House P A.B., George Washington University; A.M., Duke University

\* Service begins September, 1931.

Busch, Hans Joachim Zoölogy 02 House C
Berlin Gymnasium: University of Berlin

Carroll, Zoe Wells Zoölogy 311 Bassett House A.B., University of Tennessee; A.M., Duke University

Chesley, Leon Carey Zoölogy 2120 Elba Street B.S., Susquehanna University

Clark, Thomas Dyionicious History 209 House P A.B., University of Mississippi; A.M., University of Kentucky

deBruyne, Jacob Marinus Anton Chemistry 1023 Monmouth Avenue A.B., A.M., Duke University

George, Robert Wilfred Psychology Chapel Hill Road A.B., Geneva College; A.M., Columbia University

Gillaspie, Athey Graves Chemistry 1200 College Road B.S., Lynchburg College; A.M., Duke University

Greathouse, Glenn Arthur Botany 1011 Lamond Avenue B.Ed., Illinois State Normal University; M.S., University of Illinois

Jarrell, Hampton McNeely English 10 Vance Apts. A.B., University of Georgia; A.M., Harvard University

Jernigan, Charlton Coney Greek 303 House P A.B., A.M., Duke University

Keech, James Maynard Economics 11 Aycock Apts. A.B., A.M., Duke University

McCulloch, Thomas Logan Psychology 203 House P A.B., Whittier College; A.M., Duke University

McDowell, Gladstone Wadley Mathematics 1006 Monmouth Ave. A.B., Duke University

McEwen, Noble Ralph Education 302 House R A.B., Birmingham-Southern College; A.M., Duke University

Metler, Alvin Velbert Chemistry 1120 West Main Street B.S., Adrian College; A.M., Duke University

Pace, Donald Metcalf Zoölogy 2120 Elba Street A.B., Susquehanna University; A.M., Duke University

Robert, Joseph Clarke History 201 House P A.B., Furman University; A.M., Duke University

Snuggs, Henry Lawrence English 308 House P A.B., Wake Forest College; A.M., Duke University

Walston, Rosa Lee English 308 Bassett House A.B., Woman's College of Alabama; M.A., Birmingham-Southern College; A.M., Columbia University

#### INDUSTRIAL RESEARCH FELLOWS

(Liggett and Myers Foundation)

Braithwaite, Leslie Victor Chemistry 2611 Chapel Hill Road B.S., A.M., Ph.D., Columbia

Darkis, Frederick Randolph Chemistry 506 Buchanan Blvd. B.S., M.S., Ph.D., University of Maryland

Kiefer, Felix Chemistry Duke University Ph.D., University of Erlangen

Shankle, Herbert Lazelle Chemistry 500 Watts Street
A.B., Duke University

Sigmon, Hugh William Chemistry 804 Fourth Street B.S., M.S., North Carolina State College

Womack, John Gamble Chemistry 814 Watts Street A.B., A.M., Duke University

#### GRADUATE ASSISTANTS

Ader, Olin Blair Physics 201 House P
A.B., A.M., Duke University

Anderson, Ewing English 206 House P A.B., University of Florida; A.M., Duke University

Balch, Clifford Perry History 805 Watts Street A.B., Franklin and Marshall College; A.M., Duke University

Barcus, Annie Edward English 109 Bassett House A.B., Southwestern University; A.M., Columbia University

Barringer, Blanche Religion 516 Chapel Hill Street A.B., Duke University

Blake, Anna Rena English Bassett House A.B., A.M., Converse College; A.M., Columbia University

Booth, William Robert Political Science 804 Fourth Street A.B., Duke University

Braswell, John William English 401 House L A.B., Duke University

Brewer, Ann Eliza French Meredith College A.B., Meredith College; A.M., Columbia University

Budd, William Pritchett Economics 307 House O A.B., Duke University

Burch, James Charlie Horton English 316 N. Elizabeth Street A.B., A.M., Duke University

Buren, Roy Edward  A.B., Springfield Teachers Col  Missouri	Sociology lege (Missouri)	302 House P ; A.M., University of
Cook, Louis Bertram B.S., Brown University	Chemistry	1009 Green Street
DeJong, David Cornel A.B., Calvin College	English	109 House O
DuPre, Arthur Mason, Jr. A.B., Wofford College	Physics	112 House O
Gelmann, Herman Henry B.S., Fordham University; A.I		1007 Dacian Avenue iniversity
Gibbs, John Ernest, Jr. A.B., College of Charleston	English	408 House G
Gillespie, Mary Elisabeth A.B., Converse College	French	111 Bassett House
Hanson, Isabel B.S., M.S., University of Georg	Physics gia	217 Bassett House
Haus, George Joseph B.S., William and Mary Colle	Chemistry ge	804 Fourth Street
Herdman, Allan Whitney A.B., Maryville College	French	107 House O
Hoban, Charles Francis, Jr. Ph.B., Dickinson College	Education	206 House P
Hook, Marshall Ward A.B., Elon College; A.M., Uni	Mathematics iversity of North	208 House O
Hooker, Charles Wright A.B., Duke University	Zoölogy	930 Markham Avenue
Jackson, David Kelly, Jr. A.B., Duke University	English	106 House P
Johnson, Howard Bradley B.S., University of Florida	Botany	Third Street
Jones, Bernard Huyette A.B., Duke University; A.M.,	History University of	315 Trinity Avenue North Carolina
Lowance, Franklin Elta B.S., Roanoke College	Physics	01 House O
McCurdy, Harold Grier A.B., Duke University	Botany	210 House O
MacFadyen, Elizabeth Ann A.B., Duke University	History	310 Bassett House
Mann, Donald Ray A.B., University of Richmond	Zoölogy	900 Dacian Avenue

Matthews, Joseph James A.B., Duke University	History	210 House P
Pearson, John Herbert B.S., Brown University	Chemistry	1009 Green Street
Peterson, Harold Fern A.B., Knox College; A.M., U	History niversity of Minnes	209 House O
Philson, Paul James B.S., Furman University	Botany	109 House O
Priepke, Rudolf Julius August B.S., Elmhurst College; A.M.		N. Gregson Street
Richards, Jane Leighton A.B., Converse College	History	216 Bassett House
Roberts, Lucien Emerson A.B., A.M., University of Geo	History orgia	204 House P
Savage, Joe Allen A.B., Duke University	Economics	307 House O
Stokes, Ruth Wyckliffe A.B., Winthrop College; A.M.		11 Pettigrew Street
Tarbuttan Conde		
Tarbutton, Grady B.S., Millsaps College; M.S.,		1200 College Road Iowa
B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University	State University of Zoölogy English	2120 Elba Street 309 House P
B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University Trueblood, Paul Graham	State University of Zoölogy  English M., Duke University Economics	2120 Elba Street 309 House P
B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University Trueblood, Paul Graham A.B., Willamette College; A.I Wallace, Elbert Stephen	State University of Zoölogy  English M., Duke University Economics College Psychology	2120 Elba Street 309 House P
B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University Trueblood, Paul Graham A.B., Willamette College; A.I. Wallace, Elbert Stephen A.B., Birmingham-Southern (Westerhof, Anthony Cornelius)	State University of Zoölogy  English M., Duke University Economics College Psychology Duke University Economics	2120 Elba Street  309 House P  06 House P  203 House P
B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University Trueblood, Paul Graham A.B., Willamette College; A.I. Wallace, Elbert Stephen A.B., Birmingham-Southern G Westerhof, Anthony Cornelius A.B., Calvin College; A.M., I	State University of Zoölogy  English M., Duke University Economics College Psychology Duke University Economics	2120 Elba Street  309 House P  06 House P  203 House P
B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University Trueblood, Paul Graham A.B., Willamette College; A.J. Wallace, Elbert Stephen A.B., Birmingham-Southern (Westerhof, Anthony Cornelius A.B., Calvin College; A.M., I Whaley, Otis B.S., East Tennessee Teacher Wilson, Lloyd Bain A.B., Duke University	State University of Zoölogy  English M., Duke University Economics College Psychology Ouke University Economics S College; M.Ed., I Botany  Latin	2120 Elba Street  309 House P  06 House P  203 House P  922 Monmouth Ave. Ouke University
B.S., Millsaps College; M.S., Tipton, Samuel Ridley A.B., Mercer University Trueblood, Paul Graham A.B., Willamette College; A.J. Wallace, Elbert Stephen A.B., Birmingham-Southern (Westerhof, Anthony Cornelius A.B., Calvin College; A.M., I Whaley, Otis B.S., East Tennessee Teacher Wilson, Lloyd Bain A.B., Duke University Winecoff, Anna Thompson	State University of Zoölogy  English M., Duke University Economics College Psychology Duke University Economics S College; M.Ed., I Botany  Latin yoming English	2120 Elba Street  309 House P  06 House P  203 House P  922 Monmouth Ave. Duke University  812 Third Street

## GRADUATE SCHOLARS

Armstrong, Noble Boyd Education 207 Chase Street A.B., A.M., University of Florida

Carter, Frances Claire A.B., Vanderbilt University	Philosophy	112 Bassett House
Davidson, Elizabeth Huey B.S., M.S., University of Tenn	History essee	311 Bassett House
Drake, Virginia Helen A.B., Tusculum College	Latin	213 Bassett House
Frick, Harvey Lee A.B., Duke University	Philosophy	210 House O
Fry, Glenn Ansel A.B., Davidson College	Psychology	108 House O
Griffin, Mabel Jeannette A.B., A.M., Duke University	Mathematics 121	11 Carolina Avenue
Hodges, Wiley Edward B.S., Roanoke College; A.M.,	Political Science Duke University	207 House P
Huckabee, Ellen Harris A.B., Duke University	English	308 Bassett House
Johnston, Robert Milton A.B., Duke University	Political Science	104 House P
Lucas, Isoline Beaty A.B., College of Charleston	Latin	111 Bassett House
McAllister, James Gray, Jr. B.S., Hampden-Sydney College	Mathematics e	202 House P
Miller, Paul Jones, Jr. B.S., Mississippi A. and M. Co	Political Science llege	113 House P
Monyer, Henry William B.S., Dickinson College	Mathematics	Duke University
Pritchett, William Kendrick A.B., Davidson College; A.M.,	Greek Duke University	309 House P
Stalvey, James Benjamin A.B., Duke University	History	213 House P

## ASSISTANTS

BAKER, WALTER WARNER, (1930) B.S., A.B., M.D.  Assistant in Surgery	3106 Duke Hospital
CALDER, ROYALL, (1930) A.B., M.D.  Assistant in Medicine	3110 Duke Hospital
CERADA, EMIL BOGOMIR, (1930) S.B., D.Sc., M.D.  Assistant in Medicine	3112 Duke Hospital
Jones, Robert Randolph, Jr., (1930) A.B., M.D.  Assistant in Surgery	4120 Duke Hospital

LAWTON, ANNE. (1931) A.B., M.D. Duke Hospital Assistant in Pediatrics MASON, MARY LOCHER, MRS., (1931) Roxhoro Road Diploma in Fine Arts, Teachers College, Columbia Assistant in Education Duke University Mason, Morton, (1931) B.S. Assistant in Biochemistry MATHEWS, EUGENE, (1931) A.B., M.D. Duke Hospital Assistant in Oto-Laryngology MAYER, WALTER BREM, (1931) B.A., M.D. Duke Hospital Assistant in Medicine MERRITT, ETHEL LOUISE, (1930) A.B. Duke Hospital Assistant in Biochemistry OATES, MAX OGLESBEE, (1930) A.B., M.D. 3103 Duke Hospital Assistant in Pathology Poston, Mary Alverta, (1930) Duke Hospital Assistant in Bacteriology RIGDON, RAYMOND HARRISON, (1931) M.D. Duke University Assistant in Pathology and Interne in Pathology SMITH, ELOISE, (1930) B.A., M.A., M.D. Duke Hospital Assistant in Medicine TWADDELL, VERA CARR, MRS., (1931) A.B. 707 S. Duke Street Assistant in Education Tyler, Marie, (1931) A.B. 605 Watts Street Assistant in Education

Duke Hospital

Zrv, Louis, (1930) A.B., M.D.

Assistant in Surgery

### THE UNIVERSITY LIBRARIES

WILLIAM KENNETH BOYD

Director

Franklin Court Apartments

#### GENERAL LIBRARY

JOSEPH PENN BREEDLOVE, A.B., A.M.

Librarian

407 Watts Street

MALONE, EVA EARNSHAW, A.B., B.S.

Assistant Librarian in Charge of Cataloguing
210 Faculty Apartments, East Campus

Morrell, Eric 1317 Arnette Avenue
Chief of the Order Division

POWELL, BENJAMIN, A.B., B.L.S. Duke Station
Chief of the Reference and Circulation Division

ABERNATHY, ETHEL, A.B. 215 Faculty Apartments, East Campus Cataloguer

Burchette, Kathryn, A.B., B.A. in L.S. 1025 Monmouth Avenue Cataloguer

COVINGTON, LENA, A.B. 605 Watts Street

Crews, Catherine, A.B. 605 Watts Street
Assistant Cataloguer

CREWS, SUDIE ELIZABETH

Assistant in the Order Division

605 Watts Street

FAULK, DORIS
1111 Urban Avenue
In Charge of the Reading Room, School of Religion

FRAZIER, ROSE MARIE, A.B., B.S., B.M. 702 Buchanan Road
Assistant in the Reference Division

GARNER, GEORGE LEE, A.B., A.M. 1025 Monmouth Avenue
Assistant in the Newspaper Department

GARRARD, NELLIE, A.B., B.S. in L.S. 202 Erwin Apartments
Cataloguer

Green, Jane, A.B., B.A. in L.S. 1700 Lakewood Avenue
Assistant in the Order Division

HIX, EDWIN JONATHAN, A.B. 812 Fourth Street
Assistant in the Circulation Division

WALKER, HERMAN, JR.

WESCOTT, MARY, A.B., B.S.

Assistant in the Circulation Division

First Assistant in the Cataloguing Division

HUNT, LULA HESTER 1004 W. Trinity Avenue Secretary to the Librarian 204 Faculty Apartments, East Campus ISRAEL, KATE, A.B. Cataloguer in Charge of the Chemistry Library JOYNER, WILLIAM Duke Station Assistant in the Circulation Division KEEN, EUNICE, A.B., B.A. in L.S. College Station Cataloguer KETRING. RUTH ANNA. A.B., A.M. In Charge of Manuscripts 209 Faculty Apartments, East Campus Loos. Louise. A.B. 209 Faculty Apartments, East Campus Assistant Cataloguer MALONE, EVA CANDLER, A.B. 832 Mangum Street Cataloguer in Charge of the Biology Library MATTOX. WILLIAM, A.B. Duke Station Assistant in the Circulation Division MORGAN, KATHERINE, A.B. 903 Shepherd Street In Charge of the Physics Reading Room MYERS, MILDRED FLORENCE, A.B., B.S. in L.S. 901 Fifth Street Cataloguer OYLER, HELEN, A.B., B.S. in L.S. 202 Erwin Apartments Cataloguer PARKER, WIXIE ELMA, A.B., B.S. in L.S. 202 Erwin Apartments Chief of the Periodical Division PERKINS, LILA CROSS, MRS. 608 Buchanan Road Assistant in the Periodical Division RAMAGE, MARY ALLENE, A.B., B.A. in L.S. 901 Fifth Street Cataloguer in Charge of Newspapers RIVERA, RUDOLFO OSVALDO, A.B., A.M. Duke Station Assistant in the Reference Division SEABOLT, RUTH, A.B. 204 Faculty Apartments, East Campus Cataloguer STARLING, MARY LEE, A.B., A.M. 813 Buchanan Road In Charge of the Graduate Reading Room

Duke University Station

605 Watts Street

#### WOMAN'S COLLEGE LIBRARY

Mrs. Lillian Baker Griggs, B.A. in L.S. Librarian

510 Buchanan Road

Grant, Etta Beale, A.B., B.S. Cataloguer

1025 Monmouth Avenue

HARRISON, EVELYN JENNINGS, A.B.

Assistant in the Order Department

806 Third Street

Lane, Rachel Penn, A.B.
Chief of the Order Division

1025 Monmouth Avenue

MONTGOMERY, MARGARET ELIZABETH, A.B.

205 Faculty Apartments, East Campus Chief of the Reference and Periodical Departments

RIGGSBEE, CLARA WARD, A.B. 1505 W. Chapel Hill Street

Assistant in the Circulation Department

Spence, Mary Elizabeth, A.B.

Assistant in the Cataloguing Department

605 Watts Street

Turner, Martha Elizabeth, A.B., B.S. 1025 Monmouth Avenue
Assistant Librarian in Charge of Cataloguing

Woodall, Eva Avery, A.B.

Chief of the Circulation Department

901 Fifth Street

#### LAW LIBRARY

WILLIAM ROBERT ROALFE, LL.B.

Librarian

918 Urban Avenue

CARPENTER, ANNIE LAURIE
Secretary to the Librarian

718 W. Chapel Hill Street

Covington, Mary, A.B., LL.B.
Research Librarian

Bassett Hall

Long, Marianna, A.B., B.A. in L.S. Head Cataloguer

407 Watts Street

#### DUKE HOSPITAL LIBRARY

FARRAR, JUDITH, A.B., B.L.S.

Librarian

117 Faculty Apartments

East Campus

#### SABBATICAL LEAVE

Sabbatical leave of absence to members of the Faculty is granted on the following conditions:

1. Every member of the general faculty shall be entitled to sabbatical leave after six years in the service of the University. Such leave may be taken for a full year at half salary or a half year at full salary.

2. In order to obtain a sabbatical leave written notice of the intention to take such a leave must be filed with the President of the University by November fifteenth of the academic year preceding the one

in which the leave is to take effect.

- 3. If in exceptional cases it should develop that the granting of leave to an applicant during the year for which application was made would raise very serious difficulties detrimental to the best interests of the applicant's department or school, or to the interests of the institution as a whole; or because of questions concerning the applicant's period of service prior to the leave, the President shall appoint a committee which shall have power to decide the question of granting the sabbatical leave for the particular year under consideration. This committee shall consist of five members as follows: two members of the general faculty appointed yearly by the President, the Secretary of the University, the Dean of the school or college of which the applicant is a member, the chairman of the applicant's department, or should no such chairman exist another member of the applicant's department.
- 4. If this committee should decide against the granting of a sabbatical leave for the year for which the applicant applied, the applicant would be eligible for a sabbatical leave the following year or any year thereafter upon making application in due form as above.
- 5. After September 1, 1928, if a member of the faculty on becoming eligible for sabbatical leave does not for personal reasons apply for such leave, he does not forfeit the right to such leave, and he may count the additional years of service prior to his leave toward the six years of service necessary before he can apply for a subsequent leave. If in an exceptional case an applicant for personal reasons applies for a sabbatical leave to be effective in advance of his regular year and such leave is granted, he shall not be eligible for a subsequent leave until he has served six years plus the number of years by which this leave is advanced.
- 6. On recommendation of the committee after leave of absence has been granted it may be postponed for urgent reasons and under conditions to be determined by the committee.
- 7. All those cases which have occurred in the past or which may occur in the future in which leave of absence is granted under conditions where the absentee receives full pay for a half year or half pay or more for a full year's leave of absence shall be considered as regular sabbatical leave under these regulations.
- 8. These regulations shall become effective as of September 1, 1928. Sabbatical leaves under these regulations shall begin with the academic year 1929-30. The present regulations applying to the sabbatical leave shall be effective for such leaves through August 31, 1929.

## UNDERGRADUATE INSTRUCTION

(Trinity College and the Woman's College)

1930-1931 ANNOUNCEMENTS FOR 1931-1932

> DURHAM, NORTH CAROLINA 1931

## GENERAL STATEMENT

Duke University offers in Trinity College and the Woman's College two academic degrees for undergraduate work, bachelor of arts and bachelor of science in civil, electrical, or mechanical engineering. Seven groups of studies lead to the degree of bachelor of arts. These groups are designated by Roman numerals in the order in which they are described. For a description of these groups see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Arts."

For a description of the groups of studies leading to the degree of bachelor of science see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Science in Civil, Electrical, or Mechanical Engineering."

#### TRINITY COLLEGE

Trinity College is the undergraduate college for the men of Duke University and is situated on the West Campus along with the Graduate School of Arts and Sciences, the School of Law, the School of Medicine, and the School of Religion. The Department of Engineering is situated on the East Campus, apart from the Woman's College.

The regulations governing the undergraduate men of Trinity College are published in subsequent sections of this catalogue.

#### THE WOMAN'S COLLEGE OF DUKE UNIVERSITY

The Woman's College of Duke University is a college of arts and sciences within the University which provides for the instruction of undergraduate women as Trinity College provides for the instruction of undergraduate men.

In September, 1930, the East Campus, a hundred and twenty acres in extent, with a well-equipped plant including twelve new buildings, was given to the women, thus offering the advantages of a separate college for women with its own distinct life and at the same time, through close association with the larger University life, preserving some of the best fea-

tures of co-education. It is the aim of the College to make it possible for a woman to take all of her work, if she so wishes, on the woman's campus. However, all courses in the University are open to qualified women students who may enter courses given on the West Campus which are not given on the East.

The East or woman's campus is situated about a mile and a quarter from the West Campus. There is a private road connecting the two. For those members of the faculty and students who do not wish to walk or use private methods of conveyance, buses run at frequent intervals and at special rates. Resident undergraduate women are not allowed to have automobiles with them at College.

The teachers of the College, many of whom teach also in Trinity College, are members of the University faculty and are selected in coöperation with the several departments of instruction just as in the case of teachers for Trinity College, thus assuring a uniform educational standard. Graduates of the Woman's College, as graduates of all other colleges and schools within the University, receive their degree from Duke University.

Residence Houses. Four new dormitories built especially for women and newly and attractively furnished were opened in September 1930. In each house, serving as a center for the social life of the house, are a large living room and three small reception rooms.

All undergraduates from out of town are required to live in the residence houses, and no student under twenty-one is permitted to live in the town unless with near relatives. An older woman who wishes to live in town may make special arrangement with the Dean. Graduate students are welcomed in the dormitories, and special regulations are made for their convenience.

The Union. Connected with the dormitories by arcades is the Union, which includes dining rooms for students and faculty, a lounge, and other rooms for various student activities. Because of the large number of those served at the Union dining hall it is not possible to arrange special diets for individual students. Special diet for the sick is served in the infirmary.

The Library. The Woman's College Library, a beautiful building especially for the use of undergraduate women, con-

tains all books for freshmen and sophomore work, many books for more advanced study, and material for general reading. For research and for certain advanced courses the students use the University Library on the West Campus. An attractive feature of the library is the Booklovers' Room, comfortably furnished, where on open shelves students may find the newest books in various fields.

## ADMISSION TO COLLEGE

#### GENERAL REGULATIONS

Applicants able to submit certificates of proficiency in subjects accepted for admission to the freshman class will be admitted without examination, provided the work has been done in schools approved by the University and provided these certificates are properly made out on the regular blank furnished by the University and are signed by the school principal and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes. Unless admitted on certificate, every candidate for admission will be examined on the required subjects.

Entrance examinations for the admission of new students will be held on the dates announced in the University Calendar. All students applying for admission must appear before the Committee on Admission on Wednesday September 16. Wednesday September 16, Thursday September 17, Friday September 18, and Saturday September 19 will be devoted to the registration, sectioning, and classification of new students. The first part of the admission period will be devoted to placement tests and to qualifying examinations in English, mathematics, and foreign languages for all freshmen. Students whose certificates have not been accepted must take entrance examinations at this time.

New students with advanced standing from other institutions are requested to appear before the Committee on Admission, Tuesday September 22. Students who register and matriculate later than the dates named in the University Calendar must pay the Treasurer five dollars for the privilege.

It is strongly recommended to parents and guardians that all applicants for admission to Duke University be successfully vaccinated against smallpox and typhoid fever.

## REQUIREMENTS FOR ADMISSION

The requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pur-

sued throughout an academic year at an accredited high school, if the course has demanded five recitations a week and the prescribed amount of work has been completed satisfactorily. Credit for fifteen units is required for admission to all groups.

The subjects in which credit for admission to the University may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

UNITS	UNITS
English 4	Botany 1
Latin 4	Zoölogy 1
Greek 3	General Biology 1
German 3	Physical Geography 1
French 3	General Science 1
Spanish 3	Agriculture 2
Mathematics 4	Mechanical Drawing 2
History and Civics 4	Woodwork, Forging, and
Physics 1	Machine Work 2
Chemistry 1	Household Economics 2
	Commercial Subjects 3

Minimum entrance credits of three units in English, one in history, three in mathematics, and four in foreign languages (either all in Latin or two in each of any two of the foreign languages accepted for admission, including Latin) are required of all applicants for candidacy for the bachelor of arts degree. However, in case the fifteen units of credit for admission do not include the full requirements in foreign languages, the student is given an opportunity during his freshman year to make up the deficiency.

#### ADMISSION TO WOMAN'S COLLEGE

Admission to the Woman's College, as to Trinity College, is on a selective basis, dependent upon the ability, attainments, and character of the applicant. The enrollment is limited and therefore an early application is desirable. Upon request, application blanks will be sent and should be returned as soon as possible. No student is admitted until the Council on Admissions has received her scholastic record from school or college, a certificate of vaccination and of good health, and satisfactory evidence of good character and ability. So far as possible, the Council desires a personal interview with each applicant. This is of advantage not only to the Council but also to the appli-

cant, since it enables her to acquaint herself to some extent with the University and to discuss possible courses of study.

All correspondence relating to admission should be addressed to the Council on Admission, College Station, Duke University.

All correspondence relating to admission to the men's college (Trinity College) should be addressed to the Council on Admission, Duke University Station.

#### DEFINITION OF REQUIREMENTS

#### HISTORY-ONE UNIT

The candidate may offer for credit one unit from any of the following subjects. The examination will be based on material similar to that included in the books suggested. In lieu of the textbooks named, candidates may be examined on material contained in any of the courses in history and civics suggested for high schools by the North Carolina Department of Public Instruction.

- (a) Ancient History (one unit).
  Webster's Ancient History, West's Ancient World, Wolfson's Essentials in Ancient History.
- (b) Medieval and Modern History (one unit).
  Harding's New Medieval and Modern History, Robinson's
  Western Europe, West's Modern World.
- (c) English History (one unit).

  Cheyney's Short History of England, Coman and Kendall's History of England, Larson's Short History of England, Walker's Essentials in English History.
- (d) American History (one unit).

  Ashley's American History, Channing's A Student's History of the United States, Hart's Essentials of American History, James and Sanford's American History, McLaughlin's History of the American Nation, Muzzey's American History.

## ENGLISH-THREE UNITS

## Grammar and Composition

The requirements in grammar and composition are a thorough knowledge of the essentials of English grammar; habitual

correctness in spelling, punctuation, sentence structure, paragraphing; and ability to make unified and coherent outlines and to write accurately and clearly on familiar subjects.

#### Literature

The classics to be studied in preparation for college English are divided into two classes—those intended for thorough study and those intended for general reading. Preparation in the former class should include subject-matter and the leading facts in those periods of English literary history to which the prescribed books belong; in the latter class it should consist of a general knowledge of the subject matter and of the lives of the authors. In exceptional cases an equivalent amount of reading and study in other than prescribed works will be accepted.

Special attention is called to the minimum essential program as printed in the Manual of Study issued by the North Carolina

Department of Public Instruction.

#### MATHEMATICS—THREE UNITS

1. College Algebra.

(a) To Quadratics (one unit).

(b) Quadratics to, and including, Progressions (one unit).

2. Plane Geometry (one unit).

## LATIN—Two or Four Units

1. Grammar and Composition (one unit).

2. Four Books of Cæsar's Gallic Wars (one unit).

3. Six Orations of Cicero (one unit).

4. Six Books of Vergil's Æneid (one unit).

The student must be able to convert simple English prose into Latin.

The Roman system of pronunciation is used exclusively in the Latin work of the college course, and applicants for admission are expected to be drilled well in it.

#### GREEK-TWO UNITS

- 1. Elementary Grammar and Composition (one unit).
- 2. Xenophon's Anabasis, Books I-IV (one unit).

#### FRENCH-Two Units

During the first year the work should comprise: (1) elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should comprise: (1) a thorough review of the grammar work of the previous year and a study of the irregular verbs and of the uses of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

#### GERMAN-TWO UNITS

During the first year the work should comprise: (1) elementary grammar and at least 75 or 100 pages of approved reading; (2) elementary grammar completed and at least 150 to 200 pages of approved reading.

The second year's work should include the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) easy paraphrasing of parts of the text read; (3) continued drill in the rudiments of grammar.

#### SPANISH-Two Units

The work for the first year should comprise: (1) elementary grammar and at least 100 to 150 pages of approved reading; (2) grammar completed and 200 to 300 pages of approved reading.

During the second year the work should include: (1) a thorough review of the grammar work of the previous year and a study of the irregular verbs and of the use of the subjunctive mood; (2) grammatical exercises and easy paraphrasing of parts of texts read; (3) the reading of from 200 to 300 pages of easy modern prose.

#### ELECTIVE SUBJECTS FOR ENTRANCE CREDITS

A candidate may offer additional entrance credit from the following subjects:

#### ENGLISH

Students who have completed four years of English in an approved school will receive credit for one unit in addition to the three units required for admission to the freshman class.

#### HISTORY AND CIVICS

In addition to the unit required, a candidate may present credit in the subjects which he has not offered as required entrance in history or civics.

#### GREEK

Homer's *Iliad*, I-III, with prosody and sight translation, may be offered as elective credit for one unit.

#### LATIN

One or two units of work in any of the four subjects in Latin named above under the topic, "Definition of Requirements," may be offered for elective credit. Students presenting two units of Latin as one of the foreign languages required for entrance may present an additional elective unit in Latin.

#### FRENCH

A year's work in French done according to the method outlined in the French definition of requirements, may be offered for an elective credit of one unit. In addition to the two years of work in French, a student may present for an elective unit a third year's work done in an approved manner.

#### GERMAN

A year's work in German done according to the methods outlined in the German definition of requirements, may be offered for an elective credit of one unit. In addition to the two years of work in German, a student may present for an elective unit a third year's work done in an approved manner.

#### SPANISH

A year's work in Spanish done according to the methods outlined in the Spanish definition of requirements, may be of-

fered for an elective credit of one unit. In addition to the two years of work in Spanish, a student may present for an elective unit a third year's work done in an approved manner.

#### MATHEMATICS

One-half unit credit each is allowed for Solid Geometry and Plane Trigonometry.

#### PHYSICS

Credit for one elective unit will be allowed for a year's work in elementary physics consisting of: (1) recitations based on such texts as Cahart and Chute's High-School Physics; Millikan and Gale's First Course in Physics; or Mann and Twiss's Physics, with adequate lecture-table experiments by the instructor; (2) at least thirty experiments worked out in the laboratory by students individually, of which a neat report is made in proper form (the number of experiments performed is not so important as the quality of work done); (3) lectures and recitations on the practical application of the principles studied.

#### CHEMISTRY

A year's work in chemistry conducted according to the same method suggested for that in physics will be accepted for an elective unit of credit.

#### Biology

An elective credit of one unit is allowed for a year's work in any of the following biological sciences:

General Biology.—One year of study by the laboratory method devoted to typical animals and plants, covering the facts of morphology and physiology. Such a text as Hunter's A Civic Biology is recommended. Candidates for admission must present satisfactory laboratory notebooks.

Botany.—A year of work based on such a text as Bergen and Caldwell's High School Botany. Candidates for admission must present satisfactory notebooks.

Zoölogy.—A year of work based upon such a text as Linville and Kelley's *Introduction to Zoölogy*. Candidates for admission must present satisfactory notebooks.

#### MECHANICAL DRAWING

Elective credits of two units may be offered in mechanical drawing. Each year's work must be satisfactory in both quantity and quality. Drawing-books or plates must be submitted by all candidates offering this subject.

#### PHYSICAL GEOGRAPHY

A year's work in physical geography may be offered as one unit; it should be based on a modern text-book and should include an approved laboratory and field-course of at least forty exercises performed by the student.

#### AGRICULTURE AND HOUSEHOLD ECONOMICS

Maximum elective credits of two units may be offered in either agriculture or household economics by graduates of approved schools in which the teaching in these subjects has met the requirements of the North Carolina Department of Public Instruction.

## Woodworking, Forging, and Machine Work

Graduates of approved schools offering thorough courses for one or two years in woodwork, forging, and machine work will be given a credit of one unit for each year of such work certified by the school authorities.

## COMMERCIAL SUBJECTS

Graduates of approved schools offering thorough instruction in such commercial subjects as bookkeeping, stenography, and commercial arithmetic may offer these subjects for credit for admission. Not more than three elective units of credit will be allowed for commercial subjects.

#### GENERAL SCIENCE

A full year's work in general science done in a high school of approved standing will be accepted for one unit of elective credit.

#### SPECIAL STUDENTS

Students of mature age not fully prepared to enter the freshman class may be admitted as special students. Such students

are required to pass the regular entrance examinations in the subjects they propose to take, and all are required to present for admission English, history, and mathematics. They are required also to take fifteen hours of class work a week.

#### ACCREDITED SCHOOLS

A list of accredited schools is revised from year to year. If an applicant for admission to the freshman class brings from one of these schools a certificate of graduation properly made out and signed by the principal, credit will be given for the work certified and the applicant will be admitted to college without examination. Blank forms for recording the work done will be sent on request. Every applicant for admission by certificate is advised to secure a blank and to have it properly filled out, signed, and as early as possible forwarded to the Committee on Admission.

#### ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing in the University must present official certificates of all work done in other institutions of approved standing; otherwise they must stand written examinations on all work for which they are seeking credit. Further, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of approved senior work and thirty quality-points is required of all candidates for the bachelor's degree.

# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The requirements for the degree of bachelor of arts are designed to give the students such training in certain fundamental subjects as is essential for intelligent, educated citizens. The requirements also provide the opportunity for as wide an election as possible from courses of study which are both interesting and practically helpful because they are congenial to vocations the student plans later to pursue.

The requirements for the degree are reckoned in semester-hours and quality-points. A semester-hour is the credit given for passing a subject pursued one hour a week during a semester. Quality-points are the points earned by a student, according to his grades, for each semester-hour of credit. The grade "A" gives three quality-points for each semester-hour of credit; the grade "B," two quality-points; the grade "C," one quality-point. The grade "D" carries no credit in quality-points. For the grade "F" one quality-point is deducted for each semester-hour of failure.

Credit for one hundred and twenty-six semester-hours and one hundred and twenty-six quality-points, exclusive of physical education, is required for the degree of bachelor of arts in all groups.

The Faculty has arranged the seven groups of studies given below for the guidance of students in electing the work required for graduation. A student is free to elect any group he may desire, but in each group there is a large amount of work prescribed that in the judgment of the Faculty is necessary to prevent too great a scattering of the efforts of the student while giving him a well-balanced course and work likely to be of special value to him in his chosen vocation. Some of the work in each group is left entirely to the choice of the student. With the approval of the Dean of the College and the Council on Instruction, a student may at any time transfer from one group to another. In case of such a transfer, any prescribed work done in one group that is not prescribed in the other shall count

as a general elective credit in the group to which the transfer is made, and the student transferring shall make up as soon as possible the work prescribed in the group he has chosen.

No student is allowed to enroll in any semester for more than the equivalent of the nineteen semester-hours of work, exclusive of physical education. No course-card is valid until it has the approval of the Council on Instruction and of the Dean of the College. All students, when electing courses, are urged to seek the advice of the members of the Faculty in whose departments they expect to receive instruction.

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of arts in Duke University may be done in another institution of approved standing, and this course first must be approved for such credit by the head of the department concerned and by the Dean of the College.

# GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF ARTS

#### GROUP I

#### GENERAL

This group is based on the traditional requirements for the degree of bachelor of arts. Students who elect it are required to take twelve semester-hours of English, including six of freshman English and six of sophomore; eighteen of foreign language, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language: sixteen of biology. chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics: six of history; and elective work sufficient to complete the one hundred and twenty-six semester-hours and the one hundred and twenty-six quality-points required for graduation. The eighteen semester-hours of foreign language required in this group must include two of the languages: Greek, Latin. French, German, and Spanish; and the two languages may not both be taken in the same department.

In addition to the seventy semester-hours of work already specified as required in this group, a student electing it is further required to take thirty semester-hours (thirty-two semester-hours if an elementary science is one of the courses) in some subject chosen as a major and in other subjects specifically approved by the head of the department in which the major subject is chosen. A major may be chosen in any department in the University provided the head of the department approves it. The twenty-four or twenty-six semester-hours, as the case may be, required for graduation in addition to the seventy semester-hours of required work and the thirty or thirty-two semester-hours of major-minor work are left as free electives. A student may take as free electives any courses in which he is interested, provided he is qualified for admission to them.

The following arrangement of work is recommended to students in this group:

Freshman Year	Sophomore Year
S.H.	S.H.
English       6         Mathematics       6         Bible       0 or 6         Foreign Language       12 or 6         History or Science       6 or 8         30 or 32	English
Junior Year	30 or 32
Required courses in Foreign Language, Science, or Economics 6 or 14 Electives 24 or 18  30 or 32	Senior Year  Electives restricted only by the general requirements for this group.
	30 or 32

A student should observe the following points in arranging his work for the freshman and sophomore years in this group: (1) If he presents as many as three college entrance units in one foreign language, he has the option of continuing that language in college or of discontinuing it: if he presents only two units in any foreign language, he must continue that language in college unless granted permission to discontinue it by the Committee on Admission. He is not permitted to include among the eighteen semester-hours of required language work more than one course of six semester-hours beginning the study of a language, and that course must be followed by a second course in the same language. (2) The required work in language may not all be taken in the same department. (3) The six semester-hours of required work in Bible must be taken in either the freshman or sophomore year. (4) A student must take one of the required elementary sciences, biology, chemistry, or physics, in either the freshman or sophomore year and the second required science not later than the junior year. If he postpones his first natural science to the sophomore year, he may take history in the freshman year and must then take Economics 1 or Economics 102 in his junior year. If he takes natural science and no history in the freshman year, he must in his sophomore year take either history or economics and, in the junior year, the one not taken the year before.

#### GROUP II

# BUSINESS ADMINISTRATION

This group is designed for students who enter college with the purpose of engaging in some form of business activity after graduation. The required work consists of twelve semester-hours of English, including six semester-hours of freshman English and six of sophomore; six of Bible; eight of biology, chemistry, or physics; six of history; six of mathematics; twelve of foreign language, of which not more than six semester-hours may be a course beginning the study of a language; forty-eight of economics and political science; and six of law. Twenty-two semester-hours are left for free electives.

The following arrangement of courses is authorized for students electing this group:

Freshman Year	Sophomore Year
English	English
30 or 32	30 or 32
Junior Year	Senior Year
Science or History 8 or 6	Law 1 6
Economics 102 6	Economics 203-235 6
Economics 104-144, 105- 158, and 106-168 12 (Elect two year courses) Electives	Economics 104-144, 105- 158, and 106-168 6 (Year course not elected junior year)
20 22	Electives
30 or 32	30 or 32

# GROUP III

# RELIGION

This group is designed for students who enter college with the purpose of adopting the ministry or other religious or social welfare work as a vocation after graduation. The required work consists of twelve semester-hours of English, including six of freshman English and six of sophomore; eight of biology; eight of chemistry or physics; six of history; six of economics or political science; twelve of foreign language, of which not more than six may be a course beginning the study of a language; six of mathematics; six of Bible; three of psychology; six of philosophy; and twenty-four of work in the Department of Religion other than Bible 1-2. There are twenty-six semester-hours of free electives.

The following arrangement of courses is authorized for students electing this group:

Freshman Year	Sophomore Year
S.H	H. S.H.
English	6 English 6
	6 Foreign Language 6
Foreign Language	6 Biology or History 8 or 6
	6 *Economics and Political
History or Biology 6 or	8 Science or Psychology 6
	Religion 6
30 or 3	32
Junior Year	30 or 32
Religion	6 Senior Year
Psychology or Philosophy	6 Religion 12
Chemistry or Physics or	†Philosophy or Psychology 6
Economics (6)	8 Electives
Electives14 or 1	2
	– 30 or 32
32 or 3	34

# **GROUP IV**

# PRE-MEDICAL

This course is designed for students who expect to pursue the study of medicine after graduation from college. The required work consists of twelve semester-hours of English, including six of freshman English and six of sophomore; twelve of foreign language, provided the student pursues the study of French and German until he has completed the equivalent of French 3 and 4 and German 107-08; six of Bible; ten of physics; sixteen of chemistry, including eight of organic chemistry;

<sup>\*</sup> Student may substitute here chemistry or physics if he is not electing biology. † Unless an elective in the junior year has completed the required work in the departments of philosophy and psychology.

eight of zoölogy; twenty-two additional of laboratory science; three of psychology; six of history or economics; six of mathematics; and twenty-four of free electives.

Those students who at the end of their first year of college work are recommended, for good and sufficient reasons, by their teachers of science and the Dean of the College as being capable of doing acceptable work in a medical school without completing the college requirements for graduation will be allowed to arrange a special course of studies that by the end of their sophomore year will prepare them to meet the minimum requirements of first-class medical schools. The tabulation of courses below is made with this possibility in view.

The School of Medicine was opened October 1, 1930. Requirements for admission to the School are explained in a special bulletin which may be obtained from the Dean of the School of Medicine.

The following arrangement of courses is authorized for students electing this group. The student taking his A.B. degree in this group may postpone some of the work of the freshman and sophomore years until his last two years.

Freshman Year	Sophomore Year
S.H.	S.H.
English 6	English 6
Mathematics 6	Bible 6
French or German 6	Physics10
Zoölogy 8	Chemistry 21 and 30 (or 151-
Chemistry 1-2 8	152 if student is eligible) 8
_	French or German 6
34	_
Junior Year	36
Psychology 3	Senior Year
History 9 and 91 or Economics 1	Laboratory sciences13
or Economics 102 6	Electives
Laboratory sciences 9	_
Electives	26
- Annual Control of the Control of t	
30	

#### GROUP V

# TEACHING

This group is designed for four classes of students: (A) those who expect to teach in colleges or universities, or who for

similar reasons expect to do advanced work in a graduate school; (B) those who expect to teach in secondary schools; (C) those who expect to teach in elementary schools; and (D) those who expect to adopt as a vocation some form of public-school administration. For each class a course of study is suggested below. All four classes are required to take the same general work as students in Group I, as follows: twelve semester-hours of English; eighteen of foreign language (except as specifically modified in the descriptions of Classes B, C, and D); sixteen of biology, chemistry, or physics, including eight each in any two of the three sciences; six of Bible; six of mathematics; six of economics and government; and six of history.

Since transfer from Group I (General) to Group V (Teaching) is easy, students are advised not to enter Group V until satisfied that they expect to teach after graduation. It is especially difficult, however, for prospective high-school teachers to transfer after their sophomore year.

#### CLASS A: COLLEGE TEACHING

Students in this class take the same freshman and sophomore work as students in Group I, except that they may take six semester-hours of education and psychology as sophomores. For foreign language work they need take only twelve semesterhours of French and German in college but must complete the equivalent of second-year college work in each. In addition to the sixty-four or seventy hours of work required, including the languages prescribed, each student must complete a major of at least twenty-four semester-hours of work in the subject the student expects to continue in graduate school; twelve semester-hours of work in subjects related to the major and approved by the department in which the major is selected: twelve semester-hours in education and psychology, or either. as a second minor, not including any secondary- or elementaryschool methods; and sufficient free electives to complete the one hundred and twenty-six semester-hours of work and the one hundred and twenty-six quality-points required for graduation.

#### CLASS B: SECONDARY-SCHOOL TEACHING

Students who expect to teach in high schools should register in this group as early after their freshman year as possible, the work of that year being the same as for Group I. They have the same general requirements as Group I, except that the eighteen semester-hours of foreign language, which must include two languages, may include as many as twelve semesterhours in courses beginning the study of a language. In addition to the seventy semester-hours of general required work, each student must take the following: twelve semester-hours of work in education, including three of educational psychology and three of secondary education: three semester-hours of general psychology; three semester-hours of directed observation and practice teaching: six semester-hours, three in each of two fields of high-school teaching, in materials and methods; and subject-matter work in the two subjects he expects to teach. sufficient to amount to the following minimum amounts in the different fields as follows, including any of the generally prescribed work of Group I: twenty-four semester-hours of English, for prospective teachers of English; eighteen semesterhours of Latin, over and beyond the traditional four units of Latin accepted for college entrance, for prospective teachers of Latin; eighteen semester-hours of French, over and beyond the two units of French accepted for college entrance, for prospective teachers of French; eighteen semester-hours of history and six of political science and economics, for prospective teachers of history and the social sciences; thirty semesterhours of biology, chemistry, physics, and geography or geology, for prospective teachers of high-school science; and fifteen semester-hours of mathematics, for prospective teachers of mathematics. A student may prepare to teach only one science, or any one subject in high school, by taking a major of twentyfour hours in that subject in addition to general required work in Class B, the required work in education and psychology, and the specific required work in directed observation and materials and methods in the chosen subject. Since, however, most inexperienced teachers have to serve an apprenticeship in small high schools, where they must teach classes in more than one subject, students are advised to meet the suggestions of the North Carolina State Department of Public Instruction and prepare to

teach in two subjects, according to the course previously outlined in this paragraph.

Students who expect to teach are warned to read carefully the certification rules of the state in which they plan to work and to advise fully with the Deans of the College before electing courses in subjects they are preparing to teach. They are advised also to be careful to take their professional courses in the order outlined by the University Department of Education, reserving for their senior year the materials and methods courses and the directed observation and practice course. General psychology should be taken in the sophomore or the junior year.

#### CLASS C: ELEMENTARY-SCHOOL TEACHING

Students in this class take the same freshman and sophomore work as students in Group I, except that they take one course in education each year, which may not, however, be substituted for English either year. General requirements are the same as in Class B. Six semester-hours of education each vear, or a total of twenty-four semester-hours for the four vears, take the place of the major described in Group I. By the permission of the Dean of the College, students in Class C may take as much as six semester-hours of additional elective work in education, exclusive of any work in general psychology. All students in the group are required to complete a minor of twelve semester-hours in some department other than education, and all must complete at least three semester-hours of general psychology. It is recommended, but not required, that students in this class complete at least six semester-hours in American history and government.

# CLASS D: PUBLIC-SCHOOL ADMINISTRATION

This class is planned for students who expect to become principals or superintendents of schools, or to engage in other forms of public-school administration. All requirements are the same as for Class C, except that (1) methods courses may be taken in either the secondary or the elementary field, (2) the six semester-hours in American history and government are prescribed, and (3) the work in education must include six semester-hours of school administration and supervision.

# GROUP VI

# PRE-LEGAL

This group is designed for students who expect to study law. The required work in this group consists of twelve semester-hours of English, including six of freshman English and six of sophomore; eighteen of two different foreign languages, of which not more than six may be in a course beginning the study of a language, and this course must be followed by a second course in the same language: sixteen of biology, chemistry or physics, including eight each in any two of the three sciences: six of mathematics: six of Bible: six of history: six of economics: three of psychology: eighteen additional semester-hours of history and twelve additional semester-hours of economics: and free electives to complete the one hundred and twenty-six semester-hours and the one hundred and twenty-six qualitypoints required for graduation. With the consent of the Department of Engineering the student may substitute three semester-hours of drawing and three semester-hours of surveying for one of the required courses in natural science.

The following arrangement of courses is authorized for students electing this group:

Freshman Year	Sophomore Year
S.H.	S.H.
English 6	English 6
Mathematics 6	Foreign Language 6
Foreign Language 6	Economics 1 6
Bible 6	History 9, 91 6
History 1-2 6	Restricted elective 6 or 8
*Restricted elective 6 or 8	
	30 or 32
36 or 38	Senior Year
Junior Year	Economics 102 6
Psychology 3	History 204 o
Economics 104-144 6	Electives
†Restricted elective 6 or 8	
Other electives	30 or 32
30 or 32	

<sup>\*</sup>Within the restrictions of the general requirements of this group, the student may here choose: a foreign language course; or, biology, or chemistry, or physics; or, drawing and surveying.

If the student prefers, he may postpone this restricted elective until the sopho-

more year.

† In case the student has already satisfied the general requirements of the group with regard to sciences and foreign languages, he may here substitute an elective.

# GROUP VII

# HONORS COURSES IN DUKE UNIVERSITY

# INTRODUCTION

Duke University has a large number of students who have revealed their desire and demonstrated their ability to do a higher type of intellectual work than that ordinarily required for the liberal arts degree; and in recognition of this fact the University now offers to these students a program of Departmental Honors Courses adapted to their needs and suited to their interests. This recognition of the difference in the possibilities of intellectual achievement among college students should make special appeal to the abler and more ambitious among them. The introduction of Honors Courses into the curriculum means the breaking down of lock-step methods of education. It provides the student with the opportunity to attain greater mastery of a field of knowledge and its related work under conditions most stimulating to individual initiative and independence. Its primary object is the individualization of instruction on the basis of ability in the student.

Except in the nature of the work required for the degree, no distinction is made between those who elect Honors work and those who do not; the privileges and opportunities of college life here being for the benefit of all. But the granting of an opportunity to the able student for the realization of his highest intellectual possibilities is in keeping with the soundest principles of democracy wherein individual initiative and ability have a distinct and permanent value.

# THE UNIVERSITY COUNCIL ON HONORS

The following instructors are the representatives of the several departments on the University Council on Honors. Each candidate for Honors is requested to meet the representative of the department in which he will do his Honors work.

Mr. W. K. Greene, Chairman

Miss Ruth Addoms—Botany
Mr. W. C. Vosburgh—Chemistry
Mr. C. B. Hoover—Economics and
Political Science

Mr. Holland Holton—Education Mr. Frank K. Mitchell—English Mr. A. M. Webb—French

Mr. Clement Vollmer—German

Mr. C. W. Peppler—Greek
Mr. W. T. Laprade—History

Mr. W. W. Elliott—Mathematics Mr. A. G. Widgery—Philosophy

Mr. W. M. Nielsen—Physics

Mr. K. E. Zener—Psychology

Mr. H. E. Myers—Religion
Mr. G. T. Hargitt—Zoölogy

# GENERAL PROGRAM OF HONORS COURSES

- I. Purpose. The purpose of the Honors Courses is to provide students with the opportunity for broad, independent, and intensive study in particular branches of knowledge, that they may secure a higher type of general culture or more adequate preparation for later work in teaching or research or professional study than the regular program of work affords.
- II. Departments. Honors Courses are available to students in the following departments: Biology (Botany and Zoölogy), Chemistry, Economics, Education, English, French, German, Greek, History, Mathematics, Philosophy, Physics, Psychology, and Religion.
- III. University Council on Honors Courses. The University Council on Honors Courses consists of a representative from each department in which an Honors Course is given. This representative is chosen by the department; the Chairman of the Council is appointed by the President of the University. This Council selects the candidates for Honors Courses, approves the lists of Graduates with Honors submitted by the various departments, and formulates such regulations as, from time to time, are found necessary for the proper conduct of the Honors program.
- IV. Departmental Committees. For the administration of its Honors Course a Departmental Committee is chosen by each department.

The Honors Advisers in charge of the special Honors work are named by the Chairman of the department (or by the Departmental Committee) in consultation with the Dean of the University and the President. These Advisers are ex-officio members of the Departmental Committees.

The Departmental Committee prescribes the work of candidates for Honors in its department, selects examiners for the general Honors examination, and in all other ways administers the work of the Honors Course in its department.

V. Plan of Admission and Promotion. Before the close of the freshman year, a student wishing to read for Honors may make application to the University Council on a form provided for that purpose. The application must be countersigned by the Honors Committee of the department concerned. The approval of an application for admission to an Honors Course will be based upon the following requirements: special excellence in the freshman course or courses belonging to the department in which the applicant wishes to read for Honors, or general excellence in all his work of the freshman year.

Upon the approval of the application of a candidate, the Departmental Committee will assign the candidate the qualifying work of that department for his sophomore year. (Each department determines for itself what this qualifying work

shall be.)

If a student does not desire, at the close of the freshman year, to choose the department in which he wishes to read for Honors, he may make application at the close of the sophomore year, provided his work is otherwise good and provided further he has completed satisfactorily the qualifying work of the department. In certain cases the application may be made in the middle of the sophomore year; see the departmental regulations. In no case, however, will a student be permitted to choose an Honors Course later than the close of the sophomore year. (By "the close of the sophomore year" is understood the opening of the next academic year in the following autumn. Thus it will sometimes happen that work which is required for eligibility to read for Honors may be taken in a Summer School.)

At the end of the sophomore year each Departmental Committee will present to the Chairman of the University Council on Honors the names and qualifications of those candidates who wish to proceed with the Honors Course. The Council will then certify to the Departmental Committee the names of those candidates who are adjudged qualified to proceed with the Honors Course of the junior year.

Promotion of the candidate from the junior to the senior Honors Course, and likewise admission to the general examinations, is determined by the Departmental Committee.

Upon the approval of a Departmental Committee the University Council may admit to candidacy for Honors a student transferring at the close of the freshman or the sophomore year from another institution

VI. Correlation of Honors Work with the General Curriculum. A new group of the general curriculum, designated as the "Honors" group has been formed. The requirements for graduation in this group are for the present as follows:\*

	S.H.
English	. 12
Foreign Languages	. 18
Science	
Bible	. 6
Mathematics	. 6
Economics	. 6
History	. 6

The remainder of hours necessary to make the required 126 shall be deemed as satisfied by the completion of the departmental Honors Course.

VII. The Honors Course. The Honors Course in each department will consist of work entirely superseding the regular program, with the exception of general required work. It is so arranged as to provide for more comprehensive and more intensive work than that required of the regular student and will lead to a general Honors examination. This examination will be given by each department at the close of the senior year, and will be either written or oral or both written and oral.

The Honors Adviser will hold a weekly meeting (or weekly meetings) with candidates for Honors in his department; and at the end of each semester he must report to the Dean's office whether the candidates are making satisfactory progress.

Each department has prepared a plan of its Honors work, the fields covered, the nature of the required and suggested reading, and in the case of the sciences an explanation of what is required in the way of laboratory experiments or projects; showing also the total amount of credit in semester-hours to be given for work done under Honors Advisers and outside the regular courses of the department.

VIII. Graduation with Honors. Upon the completion of the Honors Course the student will be graduated with Honors and this distinction will be printed on the program at Commencement.

<sup>\*</sup> The same regulations obtain with regard to the courses given as are set forth under Group I of the General Catalogue of the University.

# GENERAL REGULATIONS

The candidate for Honors will observe that the following regulations govern the Honors Courses in all departments.

- I. The administration of Honors work in each department rests in the hands of a Departmental Committee, the chairman of which is the department's representative on the University Council on Honors.
- II. The requirements for admission to candidacy for Honors vary in the different departments. The student should consult the special regulations below. See also the statement under V, pages 7-8.
- III. Every Honors student must pass with a grade of C or better each course of so-called related work approved for his program by his Departmental Committee.
- IV. Every candidate reading for Honors must have all of his elective work approved by the Departmental Committee.
- V. Each Departmental Committee may make its own regulations concerning the attendance of Honors students upon the courses taken in its department.
- VI. Upon the recommendation of his Departmental Committee a student may be excused from final examinations in all courses in his department at the end of the senior year.
- VII. Students who prove ill-adapted to Honors work may, on the advice of the Departmental Committee, return to one of the other groups and receive credit for courses taken and completed. In this case, work taken under an Honors Adviser may receive no more credit than one regular course gives.
- VIII. The University Council, upon the advice of a Departmental Committee, may remove a student from the list of candidates for Honors.
- IX. A student in any department who fails to qualify for Honors in the general examination at the end of the senior year may transfer to the General Group. In this case the amount of credit to be given him for the work done under Honors Advisers will be determined by his Departmental Committee and the Dean of the College.

# DEPARTMENTAL HONORS COURSES

# THE HONORS COURSE IN BOTANY

- I. Administration. Honors work in the botany division of the Department of Biology is administered by the Departmental Committee, consisting of the chairman and two other members appointed by him. Honors Advisers may be appointed by this Committee.
- II. Eligibility. A student who has passed Botany 1-2 with a grade of B, and all other work with an average grade of at least C, may apply to his instructor, who will transmit the request to the Departmental Committee. The Committee will review the applications of all students meeting the above requirements and transmit to the University Council on Honors the names of those who are recommended for entrance upon Honors work.
- III. Related Work—Sophomore Year. A. A student in the Honors Course must take courses in other departments as follows: zoölogy, eight semester-hours; chemistry, eight semester-hours; physics, eight semester-hours; philosophy, six semester-hours. He must pass these courses with an average grade of B or better. In special cases a satisfactory course in physics in high school may be accepted as fulfilling the physics requirement.
- B. A student who begins his Honors work in botany in the sophomore year should complete, in addition, as much as possible of the related work during that year. A student who begins his Honors work in the junior year should have already completed some of the related work and should complete the remainder as soon as possible.
- IV. Junior and Senior Years. The program of an Honors student will consist of three parts:
- A. Scheduled Courses. Each student must take at least five courses (fifteen to eighteen semester-hours) beyond Botany 1-2 from the list of courses scheduled in the botany division of the Department of Biology. If a student completes Botany 1-2 in his freshman year, he may take some of this work in his sophomore year. These courses are to be pursued in the regular

classes, although additional work may be required in each, and they must be passed with a grade of at least B.

- B. Reading Courses and Problems. In addition to scheduled courses, each Honors student will take reading courses in such fields as History of Botany and Theories of Biology; or he may take reading courses in special fields; or he may undertake a special problem; or he may carry on both reading and a problem. This work will count as eight semester-hours and will extend at least through a year. The student will report to his Adviser regularly for conference on this work. He may be asked to prepare written reports on the reading courses, and he must make such a report on his problem.
- C. Elective Courses. Elective courses in botany or in other departments may be taken, subject to the approval of the Departmental Committee.
- V. General Honors Examination and Graduation with Honors. A. In the spring semester of the senior year, each student must pass a general examination on the entire field of his Honors work. The Examining Committee consists of the Departmental Committee and such Advisers as have been concerned with his Honors work. The student must present a written report upon his problem and such written reports upon his reading as may be required before he is permitted to take the general examination.
- B. All candidates who complete satisfactorily the general required work and the Honors course in botany will be recommended by the Departmental Committee to the Dean of the College for graduation with Honors in Botany.

# THE HONORS COURSE IN CHEMISTRY

- I. Administration. The Honors course of the Department of Chemistry is administered by the Departmental Committee, consisting of the departmental representative on the University Council on Honors as chairman and two other members appointed by the chairman of the department. Honors Advisers will be appointed by the Departmental Committee to supervise the work of the Honors students.
- II. Eligibility. To be eligible for the Honors course in chemistry a student must have done not less than B-grade work

in Chemistry 1-2, or in Chemistry 21-30, and be recommended by the instructor in charge of the course. Sophomores who have not completed Chemistry 21-30 by the end of the sophomore year will not be eligible. The prospective Honors student must also have done work in mathematics which shall be considered satisfactory by the Departmental Committee.

III. **Sophomore Year.** A. When the Honors work begins with the sophomore year, the Honors student must take the following courses:

and, in addition, enough of the courses required of all students in the General Group to complete the schedule. It is strongly advised that the second science course be taken in the sophomore year.

B. The Honors students will not be required to attend the lectures or laboratory periods of Chemistry 21-30, but may attend if they choose. They will be placed under the supervision of an Honors Adviser and assigned a special laboratory for their work. The content of the work to be covered is of the same nature but somewhat more comprehensive than that of Chemistry 21-30.

IV. Junior Year. A. By the end of the junior year all of the courses required of students in the General Group must be completed, except such as are open to seniors. In addition the Honors students must take a beginning course in a third science, if this has not already been done, and an advanced course in mathematics. The study of mathematics through integral calculus is required. The student may choose between more advanced mathematics and advanced work in biology or physics in the junior year if the schedule permits; otherwise, this may be done in the senior year, or may be omitted if the student devotes the equivalent of three semester-hours to research in the junior year.

B. The chemistry project for the junior year is in the field of organic chemistry. The arrangements are the same as outlined above (III, B) for the study of analytical chemistry, except that an Honors Adviser qualified in organic chemistry will

be in charge. With the permission of the Departmental Committee a research project may be started in the second semester of the junior year, with three semester-hours of credit.

- V. Senior Year. A. The mathematics requirement, if not already satisfied, must be completed in the senior year, and if the research project was not done in the junior year, either a mathematics course, or a second biology course, or an advanced physics course must be taken. In addition, advanced work in physics equivalent to six semester-hours must be taken.
- B. The study of physical chemistry will be pursued under the supervision of an Honors Adviser qualified in physical chemistry. The general arrangement will be the same as described above for the study of analytical chemistry. Six semester-hours of credit will be given.
- C. A research project will be carried on throughout the year (six semester-hours of credit) and a report describing the results must be presented before the time of the general Honors examinations. This research work must be carried out under the direction of a member of the staff with a rank of instructor or higher, subject to the approval of the Departmental Committee.
- VI. Requirements for Graduation. A. The course work required for graduation in the General Group is required also of Honors students. There are some choices to be made in planning this work, and Honors students in chemistry are advised to choose German and French to satisfy the language requirements, and Economics 1.
- B. In addition to the general requirements the following work is required:

Chemistry	s.H.
Analytical	8
Organic	8
Physical	6
Research	6
Physics or Biology	8
Advanced physics	6
Mathematics	
Analytic geometry	3
Calculus	8
Mathematics, Biology, Physics, or research	3
-	
Total	56

VII. General Honors Examination and Graduation with Honors. A. Each student must pass a general examination on the field of his Honors work before the close of the senior year. The members of the Examining Committee will be chosen by the Departmental Committee.

B. All candidates who complete satisfactorily the general required work and the Honors course in chemistry will be recommended by the Departmental Committee to the Dean of the College for graduation with Honors in Chemistry.

Note. As an example of how the various courses can be arranged, including the seventy semester-hours of general required work, and as aid in the arrangement of individual schedules, the following plan is suggested:

, 0:	
Freshman Year	Junior Year
S.H.	S.H.
English 6	History 1-2 6
Mathematics 1-2 6	French (German) 6
Bible 6	Biology or Physics 8
German (French)	Integral calculus 4
Chemistry 1-2 8	Mathematics, Biology,
Chemistry 1-2	
	Physics, or Research 3
32	Organic chemistry 8
Sophomore Year	
S.H.	32 or 35
English 6	Senior Year
German (French) 6	S,H,
Physics or Biology 8	Economics 1 6
Analytic geometry 3	Mathematics, Biology,
Differential calculus 4	or Physics 3
Analytical chemistry 8	Physics 6
_	Physical chemistry 6
35	Research 6
	24 or 27

# THE HONORS COURSE IN ECONOMICS AND POLITICAL SCIENCE

I. Administration. Honors work in the Department of Economics and Political Science is administered by the Departmental Committee, consisting of the representative of the department on the University Council and two other members appointed by the chairman of the department.

- II. Eligibility. To be eligible as a candidate for Honors in economics or in political science, a student should take in his freshman year the courses indicated for freshmen in the General Group or in the Business Administration Group, and pass all of his courses with a minimum grade of C.
- III. Sophomore Year. A. The work of the sophomore year should follow the requirements of the General Group; and (1) a student desiring to become a candidate for Honors in political science must elect *American Government and Politics* (Economics 102); and (2) a student desiring to become a candidate for Honors in economics must elect *Economic Principles* (Economics 1).
- B. A student may make application to read for Honors at the end of the freshman year and not later than the end of the sophomore year. A student who elects to become a candidate for Honors at the close of the freshman year and who receives a minimum grade of B in Economics 1 or in Economics 102, and who is otherwise acceptable to the Departmental Committee, will receive limited tutorial instruction during the second semester of his sophomore year.\*
- IV. Junior and Senior Years. A. In the junior year the student must complete the remaining work required in the General Group. The fifty-six semester-hours required for graduation in addition to the seventy hours of required work in the General Group must be distributed as follows:
  - 1. The student will submit at the beginning of his junior year to the Departmental Committee a plan of study comprising six and one-half courses (thirty-nine semester-hours), at least three of which courses (eighteen semester-hours) shall be selected from those offered in economics or political science.
  - 2. In his senior year he must take a correlation course (six semester-hours): (a) in economics this requirement is satisfied by two semester-courses in Economic History (Economics 231 and 238); (b) in political science this requirement is satisfied by one full year-

<sup>\*</sup>A student otherwise acceptable to the Departmental Committee, who has not enrolled for tutorial work in his sophomore year, will nevertheless be permitted to become a candidate for Honors if he signifies his intention to the Committee by the end of the sophomore year.

course in Parliamentary Government (Economics 226) or such other courses as the Departmental Committee may specify.

- 3. In his senior year he must write an essay under the direction of an Honors Adviser. This task, performed to the satisfaction of the Honors Adviser, will be counted for credit as a three semester-hour course.
- 4. At the beginning of the second semester of his iunior year, he will begin his preparation under tutorial instruction by an Honors Adviser for the general examination of the department. The Honors Adviser will meet each student individually at least one hour each week. He will supervise the student's preparation for the general examinations and, during his senior year, his progress in research for his essay. The guidance and assistance of the Honors Adviser will naturally be of indirect benefit to the student in his work in the regular courses, but the main function of the Honors Adviser will be to help the student and guide him in the kind of reading and study which will be most useful toward his general progress. The student's reading in the classics of economics or political science will be directed by the Honors Adviser with the aim of furnishing a wide knowledge of the field as distinct from proficiency in the narrower boundaries of specific courses. The student may consult the Honors Adviser freely and informally concerning any phase of his work. He may be permitted or required to audit certain courses as part of this preparation.
- B. The work performed under the guidance of the Honors Adviser will be counted for credit as eight semester-hours.
- V. General Honors Examination and Graduation with Honors. A. In the spring semester of the senior year each student must pass a general examination on the entire field of his Honors work. The Examining Committee will consist of the Departmental Committee and the Honors Advisers who have been concerned with his Honors work.
- B. All candidates who complete satisfactorily the general required work and the Honors course in economics or in polit-

ical science will be recommended by the Departmental Committee to the Dean of the College for graduation with Honors in Economics or in Political Science.

# THE HONORS COURSE IN EDUCATION

- I. **Purpose.** The purpose of the Honors Course in Education is to provide, for students of superior promise and interest, the opportunity for a broader, more independent, and more intensive study of the educational process and of the school as a social institution than can be provided for students more limited in interest and in ability.
- II. Administration. Honors work in the Department of Education is administered by the Departmental Committee, consisting of the representative of the department on the University Council on Honors and three other members of the staff, all of whom are appointed by the chairman of the department. The Honors Advisers are appointed by the Departmental Committee.
- III. Eligibility Students should make application to read for Honors in education toward the end of the freshman year, and may not do so later than the close of the sophomore year. Only students who have made an average of  $\mathcal{C}$  or better in each course of their freshman work, with at least  $\mathcal{B}$  in some one subject, or a similar average in their sophomore work, with at least  $\mathcal{B}$  in the qualifying sophomore work in education (and who are specifically recommended by their instructors in education), will be eligible to read for Honors.
- IV. Related Work. The candidate for Honors in education should take zoölogy as a required science and "Government" as his required work in economics and political science. He must elect twelve semester-hours of course-work, no part of which shall be work open to freshmen, in some department other than education.
- V. **Sophomore Year.** Every candidate for Honors, declared eligible on the basis of his freshman record and recommendation, and every candidate seeking to prove his eligibility during the sophomore year must, before the close of that year, meet the following requirements:

A. He must complete six semester-hours of work in education, including Education 54 or 83 (three semester-hours), with a minimum grade of B. The other three semester-hours may consist of any course open to sophomores; General Psy-

chology will be accepted as a satisfactory substitute.

B. He must complete with a minimum grade of B a two-semester-hour course for the year (one hour each semester) of special reading so planned as to familiarize him with the various types of educational materials available in the library and to cultivate in him the habit of free reading in these materials. He must present not later than May 20 a satisfactory bibliography on some approved topic in education, with a summary of the current discussion of the topic.

VI. **Junior Year.** A. In the junior year the candidate, with the advice and approval of the Departmental Committee, must select at least six semester-hours of work from the courses in education offered in the 100-group, and must make a minimum average of B in this work.

B. He should complete any remaining general requirements of work specified for the General Group of studies, including six semester-hours of "Government" if he has not already

completed it.

C. He must devote the equivalent of six semester-hours to reading in the works of educational theorists under the direction of the Honors Adviser. This work will include selected reading in the history and theory of education and should give the student an historical perspective of the development of educational theory and the origin of conflicting educational philosophies of the present.

VII. Senior Year. A. In the senior year a candidate must elect at least twelve semester-hours from the courses in education offered in the 200-group, in which he must make at least an average grade of B.

B. He must devote the equivalent of six semester-hours of work to reading in some chosen field of education under the direction of the Honors Adviser. The fields from which he may choose, subject to the approval of the Departmental Committee, are the following: Elementary Education, Experimental Education and Educational Psychology, History and

Philosophy of Education, Public School Administration, Secondary Education, and Educational Sociology. (By arrangement with the Department of Psychology he may do this reading in General Psychology.) This work will include the preparation of an essay showing an accurate and broad knowledge of what has been done and is in process of being done in the chosen field. (It is probable that reading courses will not be offered in all fields every year. Every candidate for Honors, therefore, should at the close of his junior year confer with the Departmental Committee and make known his wishes as to which reading courses should be organized and offered in his senior year.)

VIII. Alternative Reading Course. With the approval of the Departmental Committee, the candidate may substitute for the reading of the junior or senior year (but not for both vears) a course of reading based upon the lectures and other subject-matter of as many as three semester-courses in education or allied departments. Attendance upon the lectures of these courses will be optional with the student; but he must have the permission of the instructor in each course before enrolling as a visitor in his course, and will obtain from the instructor guidance in working out and final approval of a full bibliography of the approved reading. The reading done in connection with these three courses, if in substitution for VII, B above, will serve as the basis for the preparation of an essay as stated in VII, B; and the general subject-matter of the courses. whether elected in substitution for VI, C or VII, B, will be included in the general examination and will count as six semester-hours towards requirements for the bachelor's degree when the general examination has been passed.

IX. General Honors Examination and Graduation with Honors. A. After the completion of this work, the candidate will be given a general examination by the Departmental Committee and such other persons as it may designate, including the member in charge of the field in which the candidate is reading. This examination will cover the work the candidate has done and may deal, also, with the fields covered in the regular courses.

B. A candidate who passes the general required work and also this examination to the satisfaction of the Adviser in charge

of the candidate's reading during the senior year and a majority of the members of the Examining Committee, will be recommended to the Dean of the College for graduation with Honors in Education.

#### THE HONORS COURSE IN ENGLISH

- I. Administration. The administration of Honors work in the Department of English rests in the hands of a Departmental Committee composed of the chairman of the department, three other members of the staff including the representative of the department on the University Council, and the Honors Adviser or Advisers chosen by the chairman of the department.
- II. Eligibility. A. A student of the freshman class who makes an average of B in the work of the year and who is in an A-section of English 1-2 in the second semester is eligible to make application to the University Council on Honors for permission to read for Honors in the department of English. Upon the approval of this application by the Departmental Committee and the University Council, the applicant will be assigned the qualifying work of the department for his sophomore year.
- B. Upon the recommendation of the Departmental Committee, the University Council on Honors may admit to candidacy for Honors in English a student who desires to begin his Honors work at the opening or at the close of the second semester of the sophomore year.
- III. Sophomore Year. A. The content of the course for this year is planned by the Departmental Committee and the instructor in charge with the view of providing a foundation in English Literature for the work of the subsequent years.
- B. A student who makes an average of B in the qualifying course in English and is recommended by his instructor is eligible to proceed with the Honors work of the junior year.
- IV. Junior and Senior Years. A. The fifty-six hours of junior-senior Honors work must be distributed as follows:
  - 1. Eighteen semester-hours of elective courses in English (as provided below) in addition to English 1-2 and the qualifying course of the sophomore year.
    - 2. Twenty-four semester-hours of additional work

in related subjects or in English, selected with the advice of the Departmental Committee.

- 3. Fourteen semester-hours of reading under the direction of Honors Advisers.
- B. The eighteen semester-hours of electives referred to above must be chosen from the following groups:

#### GROUP I

English 125-126 (English Literature, 1798-1832) English 127-128 (English Literature, 1832-1900)

#### GROUP II

English 123-124 (Shakespeare)

English 211-212 (English Literature, 1550-1660)

English 215-216 (The Drama of the Elizabethan Period)

English 217-218 (Spenser and Milton)

English 219-220 (English Literature, 1660-1798)

- C. All candidates for Honors must take one of the two courses in Group I during the junior year and the course selected must be the same for all candidates. During the senior year they must take two of the five courses in Group II and the courses selected must be the same for all candidates. Only one of these two courses may be chosen from English 211-212, 215-216, and 217-218.
- D. All the other junior and senior courses of the department not contained in the above list are open as free electives to Honors students and may be chosen for study by the candidates with the approval of the Departmental Committee.
  - E. The Honors work of the junior year is as follows:
  - 1. Candidates for Honors in English are eligible for courses 125-126 and 127-128, subject to the limitation indicated in IV. C.
  - 2. In addition, under the supervision of an Honors Adviser, they will pursue a course of independent reading and study in English Literature after 1744. This will be known as the Special Junior Honors Course, and will be reckoned as the equivalent of seven semester-hours.
  - 3. The nature of the work required, together with the method of procedure, in this special Honors Course will be determined by the Departmental Committee and the Honors Adviser.

F. The Honors work of the senior year is as follows:

1. Candidates for Honors in English are eligible for courses 123-124, 211-212, 215-216, 217-218, and 219-220, subject to the limitation indicated in IV, C.

2. In addition, under the supervision of an Honors Adviser, they will pursue a second course of independent reading and study in English Literature before 1744. This will be known as the Special Senior Honors Course, and will be reckoned as the equivalent of seven semester-hours.

3. The nature of the work required, together with the method of procedure, in this special Honors Course will be determined by the Departmental Committee and the Honors Adviser.

V. General Honors Examination and Graduation with Honors. A. Upon the recommendation of the Honors Adviser to the Departmental Committee, candidates will be admitted to the general examination for Honors in English.

B. All candidates who complete satisfactorily the general required work and the Honors Course in English will be recommended by the Departmental Committee to the Dean of the College for graduation with Honors in English.

# THE HONORS COURSE IN FRENCH

I. Administration. The administration of Honors work in French is in the hands of the Departmental Committee, composed of the chairman of the Department of Romance Languages and three other members of the staff, including the representative of the department on the University Council and the Honors Advisers chosen by the chairman of the Departmental Committee.

II. Eligibility. A. A student of the freshman class taking French 3-4 or a higher course and making an average of B in this course may apply to the University Council for permission to read for Honors in French.

B. Upon the recommendation of the Departmental Committee, the University Council may, at the beginning of the second semester of the sophomore year, admit as candidates for Honors in French those applicants who are taking French 5-6 and maintaining an average of B in this course.

- III. Sophomore Year. A. If a student's application is approved by the Departmental Committee and the University Council, he will take French 5-6 or a higher course in French in the sophomore year.
- B. In addition, the work of this year will consist of one of the two following courses, as directed by the Departmental Committee:
  - 1. French 25-26.
  - 2. Reading, in the original, one substantial work of French literature during the first semester and twice this amount during the second semester, and reading in French or English two substantial works each semester on topics chosen from the following: French geography, history (especially social and cultural), biography, institutions, and art. This work will be directed by the Honors Adviser.
- IV. Junior Year. Students reading for Honors in French will, in the junior year, take two courses in French each semester, including three hours of language training and six hours devoted to the systematic study of a period of French literature. They will likewise do systematic reading under the Honors Adviser equivalent to three semester-hours each term.
- V. Senior Year. Students reading for Honors in French will, in the senior year, take two courses in French (twelve semester-hours) of senior-graduate grade, if available. Three semester-hours of this work must be devoted to the study of the language. They will also do independent reading in French equivalent to six semester-hours under the Honors Adviser.
- VI. General Honors Examination and Graduation with Honors. A. The general examination required of all Honors students in French, at the close of the senior year, may be oral or written and oral. It will cover broadly the whole course in French—language and literature.
- B. Candidates who complete satisfactorily the general required work and the Honors Course in French will be recommended to the Dean of the College for graduation with Honors in French.

# THE HONORS COURSE IN GERMAN

I. Administration. Honors work in German is administered by the Departmental Committee, which consists of the department's representative on the University Council and two members of professorial rank appointed by the chairman of the department.

II. Eligibility. A. In order to become a candidate for Honors in German a student must have begun the study of the lan-

guage not later than the freshman year in college.

B. A student who has attained a grade of A or B in his freshman year in German 1-2 or a higher course (equivalent courses in secondary schools or in other colleges may be presented as substitutes) is eligible to apply to the Departmental Committee for permission to read for Honors in German, provided that his general average for all college work at the time of application is not below C. This application should be made toward the end of the freshman year and may not be made later than the end of the sophomore year.

C. As soon as an applicant has been notified of his acceptance as a candidate for Honors in German, he will confer with the chairman of the Departmental Committee, who will assist him in his selection of courses for the ensuing year.

III. **Sophomore Year.** A. During his sophomore year the candidate who has completed only German 1-2 will take German 3-4 in a special Honors section and must attain a grade of at least *B* in order to continue as an Honors student.

B. A candidate who has already completed German 3-4 or its equivalent in the freshman year, or in a secondary school, with a grade of at least B will consult with the chairman of the Departmental Committee concerning the selection of his courses for the sophomore year.

IV. Junior Year. A. At the beginning of the junior year the candidate's work will be placed under the general supervision of a Junior Honors Adviser chosen by the Departmental Committee, who will consult with the candidate at least once a week and supervise his Honors reading. The Honors reading may begin this year, if the candidate's time permits.

B. During his junior year the candidate will take such

courses as have been selected after consultation with the chairman of the Departmental Committee.

- V. Senior Year. A. At the beginning of the senior year the candidate's work will be placed under the general supervision of a Senior Honors Adviser chosen by the Departmental Committee, who will consult with the candidate at least once a week and supervise his Honors reading and the writing of his Honors essay.
- B. During his senior year the candidate will take such courses as have been selected after consultation with the chairman of the Departmental Committee.
- VI. Requirements for Graduation. A. In order to graduate with Honors in German, the candidate, with the advice and approval of the Departmental Committee, must have distributed the fifty-six hours of Honors study as follows:
  - 1. Thirty semester-hours in German. German 3-4 may be included here. The candidate must maintain at least an average of B in each course of this subdivision.
  - 2. Twelve semester-hours in German or in allied departments. The courses in this subdivision must be chosen from the 100- or 200-groups. An average grade of *B* must be maintained in each of these courses.
  - 3. Fourteen semester-hours in supervised reading, culminating in the writing of an Honors essay. The fourteen hours devoted to supervised reading will be based on a syllabus issued by the Departmental Committee. The candidate will report to his Junior or Senior Honors Adviser once a week on this reading.
- B. The candidate must present to the Departmental Committee an essay, not exceeding 7500 words in length, based on his special reading. The subject of the essay will be selected with the advice and approval of the candidate's Senior Honors Adviser and must be reported to the chairman of the Departmental Committee not later than October 1 of the senior year. The acceptance of the essay by the Departmental Committee is a necessary prerequisite to admission to the general Honors examination.
- VII. General Honors Examination and Graduation with Honors. A. A general written examination, and a general

oral examination, based principally on the fields covered by the candidate's courses and reading, but presupposing a general knowledge of the development of German culture and civilization and a practical ability in the use of the German language, will be conducted during May of the senior year by the Departmental Committee.

B. A candidate who passes the general required work and also these examinations to the satisfaction of the Departmental Committee will be recommended to the Dean of the College for graduation with Honors in German.

# THE HONORS COURSE IN GREEK

- I. Administration. The Honors course in the Department of Greek is under the management of the Departmental Committee, consisting of the head of the department and of other members of the department appointed by him.
- II. **Eligibility.** A student is eligible to apply to the University Council on Honors for permission to read for Honors in Greek either (a) at the end of the freshman year, if he has made a grade of at least B in Greek 1-2 or in some higher course in the Greek language (in the event that he entered college with credits in Greek); or (b) at the end of the sophomore year, if he has made a grade of at least B in Greek 3-4 or its equivalent or in a more advanced course.
- III. Sophomore Year. A. For students who begin Greek in college, the qualifying work of the sophomore year is Greek 3-4. Those who have advanced standing in Greek will take a higher course. The Departmental Committee must approve all credits brought from other institutions.
- B. Candidates for Honors in Greek are advised to take Latin in their freshman year or as soon thereafter as practical.
- IV. Junior and Senior Years. A. The fifty-six semester-hours of Honors work in Greek are distributed as follows:
  - 1. Twenty-six semester-hours in the Greek department, including the qualifying work of the sophomore year (Greek 3-4) and a two semester-hour course in Greek prose composition (Greek 117-118).
  - 2. Twelve semester-hours of work done under an Honors Adviser, consisting of reading in the literature,

reports on assigned topics, and elementary investigations.

- 3. Eighteen semester-hours in related departments or in Greek.
- B. Candidates for Honors in Greek are advised to take German and French as their required languages.
- V. General Honors Examination and Graduation with Honors. A. At the end of the senior year candidates for Honors in Greek must take a general examination on the subject-matter covered by their studies in Greek. The Examining Committee is the Departmental Committee or one appointed by it.
- B. Candidates who complete the general required work and satisfy the Examining Committee will be recommended by the Departmental Committee to the Dean of the College for graduation with Honors in Greek.

# THE HONORS COURSE IN HISTORY

- I. Administration. The administration of the Honors work in the Department of History is in the hands of a Departmental Committee consisting of the members of the department who are designated the Honors Advisers in charge of the reading in (a) Historiography and Classical Historians, (b) American History, (c) European History.
- II. Eligibility. Students who have made an average grade of B or better in History 1-2 and who are recommended favorably by their instructors in that course are eligible to read for Honors in history. Such students should make application to the University Council, through the chairman of the Departmental Committee, toward the end of the freshman year, and may not do so later than the close of the sophomore year.
- III. **Sophomore Year.** History 9-91 (American History) is required in the sophomore year of all candidates for Honors in history. In this course the Honors student will be assigned special additional work to fit his individual needs. A student will not be allowed to pursue further the Honors work in history unless he makes a record of B or better in this course and is recommended by his instructor as a suitable candidate for Honors. In addition to History 9-91, History 16 or six semester-hours of related work may be taken in the sophomore year.

- IV. **Junior Year.** In the junior year the candidate, with the advice and approval of the Departmental Committee, must select at least twelve semester-hours of work from the courses in history offered in the 100-group and must make an average grade of B or better in this work.
- V. Senior Year. A. In the senior year a candidate must elect at least six semester-hours from the courses in history offered in the 200-group, and must make an average grade of B or better in this work.
- B. He will also devote the equivalent of six semester-hours of his time to reading in the classical historians under the direction of a member of the Departmental Committee. This work will include selected readings in the History and Philosophy of History and in such authors as Herodotus, Thucydides, Livy, Tacitus, Bede, the better-known medieval chroniclers, Machiavelli, Commines, Gibbon, Hume, Voltaire, and Ranke.
- C. He will also devote the equivalent of eight semesterhours of work to reading in either American or European history under the direction of a member of the Departmental Committee, and will prepare an essay on some subject in his field involving the use of familiar authors and some reference to sources.
- VI. Distribution of Honors Work. The fifty-six hours of Honors work must be distributed as follows:
- A. Twenty-four to thirty semester-hours of elective courses in history, in addition to History 1-2.
- B. Twelve or eighteen semester-hours of additional work in related subjects or in history, selected with the advice of the Departmental Committee.
- C. Fourteen semester-hours of reading under the immediate direction of the members of the Departmental Committee, without the requirement of the usual class attendance.
- VII. General Honors Examination and Graduation with Honors. A. After the completion of the Honors work, the candidate will be given an oral examination by a committee of three, consisting of the member of the Departmental Committee in immediate charge of the field in which the candidate is reading and two other members of the department chosen by the Departmental Committee. This examination will cover the

work the candidate has done in his free time and may deal also with the fields covered in his regular courses.

B. A candidate passing the general required work and this examination to the satisfaction of the majority of the members of the Examining Committee will be recommended to the Dean of the College for graduation with Honors in History.

#### THE HONORS COURSE IN MATHEMATICS

- I. Administration. A. The Honors work in the Department of Mathematics is administered by the Departmental Committee, consisting of the chairman of the department and three other members of the staff, including the representative of the department on the University Council,—all of whom are appointed by the chairman of the department. The Departmental Committee will appoint Honors Advisers for students reading for Honors in mathematics.
- B. Special reading courses are given for Honors students, supplementary to any of the regular courses designated by the Departmental Committee. The content of such courses and the method of procedure in them will be determined by the Departmental Committee and the Honors Advisers. Written reports and papers of an expository nature will be required.
- C. Candidates for Honors in mathematics should have a practical reading knowledge of French and German. Therefore it may be necessary that they take their required language work in French and German. Physics should be taken as one of the required courses in science.
- II. Eligibility. A student may make application to the University Council on Honors for permission to read for Honors in the Department of Mathematics, either (1) at the end of his freshman year, if he has made an average of B or better in his required freshman mathematics and has been recommended by the Departmental Committee; or (2) at the end of his sophomore year, if he has completed seven semester-hours of sophomore mathematics with an average of B or better, and has been recommended by the Departmental Committee.
- III. Sophomore Year. A. During the sophomore year a candidate reading for Honors in mathematics must complete, with an average of B or better, a minimum of seven semester-

hours, chosen from the regular courses in the catalogue numbered from 5 to 30 inclusive.

- B. He must also complete, with a grade of B or better, at least one semester-hour in a special reading course supplementary to his regular courses.
- IV. **Junior Year.** A. During the junior year a candidate reading for Honors in mathematics must complete, with an average of B or better, a minimum of twelve semester-hours, chosen from the regular courses in the catalogue numbered from 30 to 285 inclusive.
- B. He must also complete, with a grade of B or better, at least one semester-hour in a special reading course supplementary to his regular courses.
- V. Senior Year. A. During his senior year a candidate reading for Honors in mathematics must complete, with an average grade of *B* or better, a minimum of six semester-hours chosen from the regular courses in the catalogue numbered from 201 to 285 inclusive. If a candidate's program permits, he is advised to take twelve semester-hours.
- B. He must also complete, with a grade of B or better, at least one semester-hour in a special reading course supplementary to his regular courses.
- C. Further, he will meet his Honors Adviser in frequent informal discussions, the object of which will be to coördinate his earlier courses and to prepare him for the general examination.
- VI. General Honors Examination and Graduation with Honors. A. At the end of the senior year each candidate reading for Honors in mathematics must take a general examination on the subject-matter covered by his courses in mathematics. The Examining Committee will be appointed by the Departmental Committee. Faculty members from other departments or other institutions may be invited to participate in this examination.
- B. All candidates who complete the general required work and the Honors Course to the satisfaction of the Examining Committee and the Departmental Committee will be recommended by the department to the Dean of the College for graduation with Honors in Mathematics.

## THE HONORS COURSE IN PHILOSOPHY

- I. Administration. Honors work in the Department of Philosophy is administered by the Departmental Committee, consisting of all the full professors in the department.
- II. Eligibility. A student may register as a candidate for Honors in philosophy *either* (1) at the close of his freshman year if he has obtained in that year an average grade of B in all of his work; or (2) at the close of his sophomore year if he has obtained during that year grades of A or B in courses which in the judgment of the Departmental Committee justify his admission as a candidate for Honors in philosophy.
- III. Sophomore, Junior, and Senior Years. A. A candidate for Honors will be required to complete courses in all the main branches of philosophy in which instruction is given in the department,—more specifically as follows: one or more courses of a total of not less than six semester-hours in psychology; Logic or Methodology of Science; the Philosophy of Conduct; the Philosophy of Art (or the History of Aesthetics); the Philosophy of Religion; and the History of Philosophy,—making a total of thirty-six semester-hours.

B. He must also complete courses of instruction totaling not less than six semester-hours in one of the following subjects: advanced mathematics, advanced physics, advanced biology, psychology, sociology, economics or political science, the Psychology of Religion, or the History of Religions.

C. He must also pursue a course of reading and receive instruction in a particular branch of philosophy, or in detailed study of the works of a particular philosopher, under the supervision of a professor in the department. This work will be the equivalent of fourteen semester-hours.

D. In the event of the total of the general required courses plus the total of the courses required under A, B, and C above falling short of the total semester-hours required for graduation, the candidate will complete his schedule with free electives subject to the approval of the Departmental Committee.

IV. General Honors Examination and Graduation with Honors. A. Each candidate for Honors in philosophy will be required to submit to a general examination at the end of his senior year.

B. If the candidate completes the general required work and passes satisfactorily the general Honors examination, the Departmental Committee will recommend him to the Dean of the College for graduation with Honors in Philosophy.

## THE HONORS COURSE IN PHYSICS

- I. Administration. Honors work in the Department of Physics is administered by a Departmental Committee composed of the chairman of the department and four other members of the staff.
- II. **Eligibility.** A. A student is eligible to make application for permission to read for Honors in physics if he satisfies the following requirements:
  - 1. Either he must obtain a minimum grade of B in the work of each semester in Physics 1-2, and be in the A-section of Physics 1-2 during the second semester; or, he must obtain a minimum grade of B in the work of each semester in Physics 53-54.
  - 2. He must be recommended by the instructor of his first year's college course in physics.
  - 3. Either he must obtain a minimum grade of B in College Algebra and in Trigonometry; or, he must obtain a minimum grade of B in six semester-hours of mathematics approved by the Departmental Committee.
- B. A student transferring from another institution must present evidence which formally satisfies the requirements set forth in 1, 2, and 3 above. This, together with other information available to the Departmental Committee, will constitute the basis of its judgment concerning the fitness of the applicant for the Honors Course in physics.
- C. Application for admission to the Honors Course should be made at the end of the freshman year or at the close of the first semester of the sophomore year; but no application may be made after the close of the sophomore year.
- III. **Sophomore Year.** A student who satisfies the above requirements during his freshman year and who is approved for Honors work by the Departmental Committee and the University Council on Honors should take, in his sophomore year, some of the following courses in mathematics: analytical geometry,

differential calculus, integral calculus. He will be required to complete all of these courses by the end of the junior year.

IV. Junior Year. In addition to the required courses in mathematics the Honors candidate must complete the following courses in physics:

								5	S.H.	
Mechanics	and	Heat	 	 	 		 		6	
Electricity	and	Light	 	 	 	 	 	٠.	6	
Physical 1										

V. Senior Year. A. In the senior year the Honors candidate must complete two of the following courses:

	S.H.
Analytical Mechanics	. 6
Physical Optics and Modern Physics	. 6
Electricity and Magnetism	. 6

- B. The quality and quantity of the work required of the Honors candidate in physics will be higher and greater than that expected of the general student. The achievement of the Honors candidate in these particulars will be tested from time to time by the Honors Adviser.
- VI. Special Work under the Supervision of the Honors Adviser. A. The work of the candidate under the supervision of the Honors Adviser will begin as soon as the candidate enters upon the Honors Course. The Honors Adviser will serve as general counselor on all phases of the candidate's work and will supervise a series of assigned readings in physics. In addition, he will arrange with the departmental staff for the performance by the student of a limited number of elementary physical investigations. These investigations will be selected from the various fields of physics and will be of a more comprehensive character than the routine laboratory experiments. Both in the reading and in the experimental work a survey of the classical and modern aspects of physics will be made. Only under the most unusual circumstances will an Honors candidate be permitted to undertake or assist in original research, and then only with the approval of the Departmental Committee.
- B. The Honors Adviser will further supervise the preparation of the Honors candidate for the general examinations to be given at the end of the senior year. A written report of the additional experimental work, prepared under the direction of

the Honors Adviser, must be submitted for approval at the beginning of the general examination period.

C. A credit of eight semester-hours will be given for the work done under the supervision of the Honors Adviser.

VII. General Recommendations and Individual Requirements. A. It is recommended that the Honors candidate satisfy the language requirements of the general group by taking German and French. He is also advised to take Chemistry 1-2 in satisfying the science requirements of the general group.

B. In certain specific instances the Honors candidate may be required to take differential equations, or may be recommended to take work in physical chemistry. The judgment of the Departmental Committee in such cases will be based on the qualifications and needs of the candidate.

VIII. General Honors Examination and Graduation with Honors. A. Upon the recommendation of the Honors Adviser to the Departmental Committee, candidates will be admitted to the general examination in physics, which will be both oral and written.

B. All candidates who complete the general required work and the Honors course in physics will be recommended to the Dean of the College for graduation with Honors in Physics.

## THE HONORS COURSE IN PSYCHOLOGY

I. Administration. Honors work in the Department of Psychology is administered by the Departmental Committee, consisting of all the members of the department above the rank of instructor. The Departmental Committee will appoint Honors Advisers for students reading for Honors in psychology.

II. **Eligibility.** A student may apply for permission to read for Honors in psychology at the end of the freshman or sophomore year, subject to the following requirements:

A. In order to apply at the end of the freshman year he must have an average grade of not less than B in all of his work during that year.

B. In order to apply at the end of the sophomore year he must have made a grade of at least B in both Psychology 101 and Psychology 102 and be recommended by the instructors of those courses. Students who have transferred from other in-

stitutions must present similar grades in six semester-hours of work in equivalent courses. A student who has not taken these courses may still apply at this time, provided he has a sufficient number of grades of A and B, is recommended by the Departmental Committee, and completes during the summer two courses in psychology with a grade of not less than B in each.

- III. Sophomore Year. The applicant who is permitted, at the close of the freshman year, to read for Honors in psychology must take Psychology 101 and Psychology 102 during the sophomore year.
- IV. Junior and Senior Years. A. In addition to Psychology 101 and Psychology 102, the student is required to complete advanced courses in the different fields of psychology offered in the department to the extent of eighteen semester-hours.
- B. The following courses in allied departments must be completed with a grade of B or better: General Zoölogy (Biology 1-2, eight semester-hours), which is to be taken preferably in the sophomore year and not later than the junior year; Physiology (Biology 152, four semester-hours); and the History of Science (three semester-hours).
- C. The candidate will be assigned special reading, or reading and experimental work, in consultation with a member of the department, on a topic or problem approved by the Departmental Committee. At the end of the senior year the candidate must submit a written report on this work to the Committee. This part of the Honors work will count as six semester-hours of credit.
- V. General Requirements. A. It is strongly urged that candidates for Honors in psychology complete the general required work for graduation by the end of the sophomore year.
- B. Elective work must be chosen largely from allied fields, preferably biology, philosophy, sociology, and educational psychology.
- VI. General Honors Examination and Graduation with Honors. A. Upon the completion of the above requirements to the satisfaction of the Departmental Committee, the candidate will, at the close of the senior year, be admitted to the general examination by the Committee. The examination will

cover the whole field of psychology, with particular emphasis on the field in which the candidate has done special reading.

B. Upon the completion of general required work and the passing of the Honors examination, the candidate will be excused from final examinations in courses in the department and will be recommended to the Dean of the College for graduation with Honors in Psychology.

## THE HONORS COURSE IN RELIGION

- I. Administration. The administration of Honors work in the Department of Religion is in the hands of a Departmental Committee composed of the chairman of the department and three other members of the staff, including the representative of the department on the University Council and the Honors Adviser or Advisers.
- II. Eligibility. A. A student of the freshman or sophomore class who is taking Religion 1-2 or a higher course in religion and is making a grade of B or better in it, may make application to the University Council for permission to read for Honors in religion, provided the grade in no subject of his freshman or sophomore year is lower than C. Upon approval of this application by the Departmental Committee and the University Council, the applicant will be assigned the Honors work of the department for the following year.
- B. Upon the recommendation of the Departmental Committee, the University Council on Honors may admit to candidacy for Honors in religion a student who desires to begin his Honors work at the opening or at the close of the second semester of the sophomore year.
- III. Sophomore Year. A. The content of the Honors work of the sophomore year is planned so as to prepare for such subsequent major differentiation in the field of religion as the interests and capacities of the student make advisable; it will include supervised reading in this field, credit for which is not to exceed two semester-hours.
- B. During the sophomore year the language needs for further specialization in the field of religion must be anticipated. Where a beginning has not already been made in the appropriate languages, it will be made at this time.

- C. Promotion to the Honors work of the junior year is conditioned by the grade attained in the sophomore year. The minimum grade acceptable for such promotion is B.
- IV. Junior Year. A. In the junior year the candidate, in addition to completing the general requirements, will select with the advice and approval of the Departmental Committee at least twelve semester-hours of work from the courses in religion offered in the 100-group and, by permission of the Graduate Council, in the 200-group, and must make a minimum average grade of B in this work.
- B. In addition to these courses the candidate will pursue a course of independent reading under the supervision of an Honors Adviser. Credit for this independent reading is not to exceed four semester-hours.
- V. Senior Year. A. In the senior years the candidate, with the advice and approval of the Departmental Committee, will elect at least six semester-hours from courses in religion offered in the 200-group, and must make a minimum average grade of B in this work.
- B. The work of the senior year will include independent reading, equivalent to at least six semester-hours, pursued under an Honors Adviser. The remaining free time in the senior year shall be used as the Departmental Committee may direct through an Honors Adviser or Advisers. It may be taken up in part in regular courses of senior-graduate level; but it must include a course of independent reading and study, under an Honors Adviser, in a particular branch of the field of religion.
- VI. General Honors Examination and Graduation with Honors. A. Upon passing with a minimum average grade of B all subjects pursued under instructors in regular courses of the senior year, and upon recommendation of the Honors Adviser or Advisers under whom the candidate has pursued independent reading and study, the candidate will be admitted to the general examination for Honors in religion.
- B. Candidates completing satisfactorily the general required work and the prescribed Honors course in religion and also passing the general examination will be recommended by the chairman of the department to the Dean of the College for graduation with Honors in Religion.

## THE HONORS COURSE IN ZOOLOGY

- I. Administration. Honors work in the zoölogy division of the Department of Biology is administered by the Departmental Committee, composed of three members appointed by the head of the department. Honors Advisers may be appointed in the same way.
- II. Eligibility. A. A student who has passed Zoölogy 1-2 with a grade of B, and all other work with at least a grade of C, may inform his instructor, who will transmit the request to the Departmental Committee. The Committee will review the applications of all students meeting the above requirements and transmit to the University Council on Honors the names of those recommended for entrance upon Honors work.
- B. A student may begin his Honors work either at the end of the freshman or of the sophomore year.
- III. **Related Work—Sophomore Year.** A. A student in the Honors course must take eight semester-hours in each of the following departments, and pass them with an average grade of B or better: Botany, Chemistry, Physics.
- B. If a student begins his Honors work in the sophomore year, the related work should be completed as far as possible in this year. He may also begin his advanced work in zoölogy. A student who enters at the end of the sophomore year should have completed some of the related work at the same time he is taking Zoölogy 1-2. Other courses may be deferred until later.
- IV. Junior and Senior Years. The Honors work is divided into two groups:
- A. Each student must take at least twenty-four semester-hours from the list of scheduled courses in zoölogy. These courses are pursued in the regular classes,—though additional work may be required in each,—and must be passed with at least a grade of *B*.
- B. Reading courses and problems. Each student will take reading courses in such fields as History of Zoölogy, Theories of Zoölogy, or in special fields; or he may undertake a special problem; or both reading and problems may be carried on. This work will count for eight semester-hours. He will report to his Honors Adviser regularly for conference on this work;

he may be asked to prepare written reports on the reading courses; and he must make such a report on his problem.

V. General Honors Examination and Graduation with Honors. A. Each student must take the regular examinations for all the courses pursued at the time scheduled. A general examination on the entire field must be passed. The Examining Committee will be the Departmental Committee and such Honors Advisers as have been concerned with his Honors work. Before being allowed to take the general examination, he must present a written report upon his problem and such written reports upon his reading as may be required.

B. All candidates who complete the general required work and pass satisfactorily the general examinations will be recommended by the Departmental Committee to the Dean of the College for graduation with Honors in Zoölogy.

# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

### GENERAL STATEMENT

The studies for the degree of bachelor of science are designed for students who are preparing for civil, electrical, or mechanical engineering as a profession, and lead to the degree of bachelor of science in civil engineering (B.S. in C.E.), electrical engineering (B.S. in E.E.), or mechanical engineering (B.S. in M.E.).

Each of these degrees requires one hundred and thirty-eight semester-hours of work and one hundred and thirty-eight quality-points. Six semester-hours of electives must be taken in economics and six semester-hours in Bible. If a foreign language is elected, it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

Prospective students in engineering should note that immediately after the final freshman examinations in May or June they are required to attend a three-weeks' course in plane surveying given under the direction of the Summer School.

#### ADMISSION TO ENGINEERING COURSES

An applicant for admission to the freshman class in engineering must have completed at least fifteen units of preparatory work, partly in required and partly in elective subjects. A unit represents a year of work in a subject in an accredited secondary school, provided the work done in that subject is approximately one-fourth of the annual amount of work regularly required in the school.

Due to lack of uniformity in various states as to the subject matter covered by the various units in algebra and the consequent variation in the work done by freshmen in advanced algebra, it has become necessary to adopt the College Entrance Examination Board's definition of these units and to require

each prospective student to take a placement examination in algebra during Freshman Week. Students who validate by examination one and one-half units (algebra through quadratics. binomial theorem and progressions) which are offered for admission of two units (algebra through quadratics, binomial theorem, progressions, simultaneous equations in three unknowns, graphs, exponents and radicals, and logarithms) will be placed in Mathematics 10 (5 hours a week, each semester). Those who validate by examination only one unit of the offering in algebra (i.e., to quadratics) will be placed in Mathematics 11 (6 hours a week, each semester). Those who do not validate by examination at least one unit of their offering in algebra will not be allowed to pursue a course in engineering. Certificates from the College Entrance Examination Board (431 W. 117th Street, New York) will be accepted in lieu of the placement examination. Prospective students may gain a general idea of the type of examination to be given here from old examinations of the College Board published by Ginn and Company, New York.

Required Units

English	3 units
German or French or Latin	2 units
Physics or Chemistry (required Sept. 1932 and after)	1 unit
History	1 unit
*Algebra1½ or	2 units
Plane Geometry	1 unit

## Elective Units

<sup>\*</sup> Examination required to validate offering.
† One elective unit in any of the above languages will be accepted for admission provided the language requirement has been satisfied without it. As many as four units will be accepted in any one of these languages.

For other elective units see the list of elective units acceptable for the A.B. degree.

# GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

## GROUP I

# CIVIL ENGINEERING

## Freshman Year

FIRST SEMESTER	SECOND SEMESTER					
Chemistry 1 4	S.H. Chemistry 2 4					
English 3	English					
Mathematics 10 or 11 5	Mathematics 10 or 11 5					
Graphics 1	Graphics 2					
Physical Education R	Physical Education					
Flysical Education	r hysical Education					
15	15					
Three weeks of Surveying 10 in	summer. Credit, 3 semester-hours.					
Sophomore Year						
English 3	English					
Mathematics 25 4	Mathematics 30 4					
Physics 53	Physics 54					
Surveying 11 2	Mechanics 6					
Highways 15	Physical Education R					
Physical Education R	I hysical Education					
Filysical Education	17					
17	1,					
17						
Junior Year						
Strength of Materials 107 4	Hydraulics 108 4					
Curves and Earthwork 113 2	Curves and Earthwork 114 2					
Structures 131 4	Structures 132 4					
Highways 117 2	Materials 118 2					
Engineering, Elective 3	Engineering, Elective 3					
Elective	Elective 3					
_	_					
18	18					
Senior Year						
Hydraulic Eng. 123 4	Hydraulic Eng. 124 4					
Concrete 133 3	Concrete 134 3					
Railroads 119 3	Railroads 120 2					
Seminar 137 1	Astronomy 112 2					
Electives 6	Seminar 138 1					
	Electives 6					
_	_					
17	18					

# GROUP II

# ELECTRICAL ENGINEERING

# Freshman Year

1,00,000	11 2 007						
FIRST SEMESTER	SECOND SEMESTER						
S.H.	S.H.						
Chemistry 1       4         English       3         Mathematics 10 or 11       5         Graphics 1       3         Physical Education       R	Chemistry 2       4         English       3         Mathematics 10 or 11       5         Graphics 2       3         Physical Education       R						
Inree weeks of Surveying 10 in	summer. Credit, 3 semester-hours.						
Sophomore Year							
Physics 53       5         English       3         Mathematics 25       4         Steam Engineering 85       2         Mechanism 81       2         Physical Education       R         16	Physics 54       5         English       3         Mathematics 30       4         Mechanics 6       5         Physical Education       R         —       17						
Junior	Year						
Prin. of Elec. Eng. 151       4         Strength of Materials 107       4         Differ. Equations 231       3         Heat Eng. 187       3         M. E. Lab. 199       1         Elective       3         18	Prin. of Elec. Eng. 152       4         Hydraulics 108       4         Elec. Measurements       3         Heat Eng. 188       3         M. E. Lab. 200       1         Elective       3         —       18						
Senior Year							
Adv. D. C. Mach. 155	Alt. Cur. Machinery 154 6 Elec. Power Stations 158 3 High Freq. Currents 162 3 Electives 6  18						

## GROUP III

# MECHANICAL ENGINEERING

# Freshman Year

FIRST SEMESTER	SECOND SEMESTER					
S.H.   Chemistry 1	S.H.   Chemistry 1					
Sophomore Year						
English       3         Mathematics 25       4         Physics 53       5         Mechanism 81       2         Steam Engineering 85       2         Constructive Processes 79       1         Physical Education       R	English 3 Mathematics 30 4 Physics 54 5 Mechanics 6 5 Constructive Processes 80 1 Physical Education R					
**	10					
Junior Year*						
Strength of Materials 107 4 Machine Design 183 3 Heat Engineering 187 3 M. E. Laboratory 189 2 Electrical Engineering 3 Elective 3	Hydraulics 108       4         Machine Design 184       3         Heat Engineering 188       3         M. E. Laboratory 190       2         Electrical Engineering       3         Elective       3					
— 18	18					
Senior Yeart						
Power Plants 191       3         M. E. Laboratory 193       2         Heating and Ventilation 195       3         Aeronautics 197       3         Electives       6	Power Plants 192       3         M. E. Laboratory 194       2         Refrigeration 196       3         Inter. Combust. Engines 198       3         Electives       6					
	17					
# 197'11 1 - M. 1 1 1000 1000						

<sup>\*</sup> Will be offered in 1932-1933. † Will be offered in 1933-1934.

# COURSES OF INSTRUCTION

Note: Courses primarily for freshmen and sophomores are numbered between 1 and 100, those primarily for juniors and seniors between 101 and 200, those primarily for seniors and graduates between 201 and 300. The amount of credit for each course is given in semester-hours following the description of the course.

The designation W or E indicates that the course is to be given on the West Campus or on the East Campus. The designation W & E indicates that the course will be given on each campus.

As a general rule odd-numbered courses are offered in the fall semester and even-numbered courses are offered in the spring semester.

#### DEPARTMENT OF BIOLOGY

PROFESSORS CUNNINGHAM, BLOMQUIST, PEARSE, WOLF, HALL, AND HARGITT;
ASSISTANT PROFESSORS AVERY AND HOPKINS; INSTRUCTORS CREAGER,
SCHOMER, ADDOMS, GRAY, ROOT, AND WILLIAMS; ASSISTANTS PACE,
CHESLEY, TIPTON, CARROLL, GREATHOUSE, MCCURDY, HOOKER,
JOHNSON, MANN, PHILSON, AND WILSON

#### BOTANY

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

#### FOR UNDERGRADUATES

- 1. Introductory Botany.—A general course dealing with plants. Two laboratory periods and two conference periods each week. 4 s.h.

  W & E.
- 2. Introductory Botany.—A general course which may be taken as a continuation of Botany 1. Two laboratory periods and two conference periods each week, 4 s.h.

W & E STAFF

- 51. Growth.—Experimental studies in the growth and propagation of plants. Laboratory, conferences, and lectures. 4 s.h. Prerequisites, Botany 1 and 2.

  Assistant Professor Avery W & E
- 52. Local Flora.—Practice in the identification and classification of plants.
   4 s.h. Prerequisites, Botany 1 and 2.
   W PROFESSOR BLOMOUIST
  - 53. General Bacteriology.—Laboratory and lectures. 4 s.h.
    W

#### FOR SENIORS AND GRADUATES.

201. Cytology.—A study of the plant and animal cell. Laboratory, lectures, and conferences. 4 s.h. Prerequisites, Botany 1 and 2, Zoölogy 1 and 2, and one other course of intermediate grade.

W Assistant Professor Avery

202. Inheritance and Variation.—A study of the principles of inheritance and variation in plants and animals. Laboratory and lectures. 4 s.h.

W Professor Blomquist

203. Plant Anatomy.—An introduction to general plant anatomy with some reference to cultivated plants. Laboratory and conferences. 4 s.h. Prerequisites, Botany 1 and 2.

W Assistant Professor Avery

211. Structure and Classification of Algae.—Laboratory and lectures. W  ${\bf 4\ s.h.}$ 

PROFESSOR BLOMOUIST

212. Structure and Classification of Liverworts and Mosses.

W 4 s.h.

PROFESSOR BLOMQUIST

214. Structure and Classification of Ferns, Gymnospermae and Angiospermae.—Laboratory and lectures. 4 s.h.

W Assistant Professor Avery

221. Structure and Classification of Fungi.—Laboratory and lectures. W

PROFESSOR WOLF AND MR. CREAGER

222. Diseases of Plants.—Special reference to crop plants. Laboratory and lectures. 4 s.h. Prerequisites, Botany 1, 2, and 52.

W Professor Woll

225. Special Problems.—Hours and credits to be arranged.

W

251. Plant Physiology.—Laboratory and lectures. 4 s.h.

W Assistant Professor Avery

399. General Botanical Seminar.—One hour per week throughout the year. Required of all graduate students majoring in botany. Seniors are invited to attend. 2 s.h.

W

## ZOÖLOGY

Odd-numbered courses are offered in the first semester, even-numbered in the second.

1-2. General Zoölogy.—First semester: A general survey of the animal kingdom, with particular reference to invertebrates. Second semester:

General principles of vertebrate animal structures, functions, environmental relations, development of the individual and of the race, man's place in nature. 8 s.h.

W & E STAFF

41. Comparative Vertebrate Anatomy.—A lecture and laboratory course dealing with the comparative anatomy and evolution of the organ systems of vertebrates. 4 s.h. Prerequisite, one year of zoölogy.

W Dr. Gray

42. Vertebrate Histology.—A study of the microscopic structure of normal tissues and organs of the vertebrate body. Some training will be given in the preparation of material for microscopic study. 4 s.h. Prerequisite, Zoölogy 41.

W PROFESSOR HARGITT

107. Evolution and Heredity.—A non-technical presentation of the principles of evolution and heredity and their relation to human affairs. No science credit is given for this course. Tuesday, Thursday, and Saturday, 10:40 A.M. 3 s.h.

W Professor Hall

152. Comparative Physiology.—The primary functions of animals of all groups and a more detailed study of the physiological processes in mammals. 4 s.h. Prerequisite, one year of zoölogy.

W PROFESSOR HALL

191. General Embryology.—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal. Prerequisite, one year of zoölogy.

4 s.h.

W PROFESSOR CUNNINGHAM

122. Entomology.—The taxonomy, morphology, and physiology of insects, their theoretic and economic aspects. Offered in odd years. 4 s.h. Prerequisite, one year of zoölogy.

W Dr. Gray

- 124. Invertebrate Zoölogy.—Offered in even years, 4 s.h.
- 131. Protozoölogy.—A study of the taxonomy, morphology, and physiology of unicellular organisms. 4 s.h. Prerequisite, one year of zoölogy.

  W

  Assistant Professor Hopkins
- 161. Animal Parasites.—A consideration of animal parasites with particular emphasis upon those infesting man. 4 s.h. Prerequisite, one year of zoölogy.

W PROFESSOR PEARSE

215. Cytology.—The structure and physiology of cells. Laboratory, lectures, and conferences. Prerequisite, Histology. Lecture, 10:40 A.M., Tuesday. Laboratory and conferences, 2:00 to 5:00 P.M., Tuesday and Thursday. 4 s.h.

W ASSISTANT PROFESSOR HOPKINS

**219-220.** Special Problems.—Students who have had proper training may carry on special work under the direction of members of the faculty.

W STAFF

#### DEPARTMENT OF CHEMISTRY

PROFESSORS GROSS AND WILSON; ASSISTANT PROFESSORS VOSBURGH AND BIGELOW; DR. HAUSER, DR. BOLICH, DR. SAYLOR, AND DR. KIEFER;

MESSRS. COOK, DEBRUYNE, GELMAN, GILLASPIE, HAUS,

METLER, PEARSON, PRIEPKE, AND TARBUTTON

The courses in the department are planned with the following objects in view: (1) to give students taking chemistry as a required science a thorough knowledge of the elementary principles of the science by studying in the laboratory the more important elements and compounds which have industrial and domestic uses and by surveying briefly the chemical and economic significance of the more important industrial processes; (2) to make provision for the necessary chemical training of scientific and professional students by offering thorough, intensive work in analytical, organic, and physical chemistry; (3) to provide for those students specializing in chemistry as prospective chemists, teachers, or chemical engineers, comprehensive training in higher courses, together with the opportunity to engage in investigations both of an industrial and of a pure-science nature and (for teachers) to do practice teaching.

A major in chemistry in Group I consists of twenty-four semester-hours distributed as follows: courses 21, 30, 151-152, 261-262, totaling twenty semester-hours, and four semester-hours chosen from the following courses: 231, 232, 233, 240, 241, 253-254, 275-276, 215-216.

Unless otherwise specified, odd-numbered courses are offered in the first semester, even-numbered in the second.

1-2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. One lecture, two recitations, and three laboratory hours, throughout the year. 8 s.h.

Professor Wilson with Professor Gross, Assistant Professors
Vosburgh and Bigelow, Dr. Hauser, Dr. Bolich, Dr. Saylor;
Messrs. Cook, deBruyne, Gelman, Gillaspie,
W & E

Haus. and Pearson

21. Qualitative Analysis.—A study of the reactions of acids, bases, and salts in solution as applied to the qualitative analysis of mixtures of inorganic compounds of the more familiar elements. Two lectures and six laboratory hours. 4 s.h. Prerequisites, Chemistry 1-2 and college algebra.

W & E Assistant Professor Vosburgh and Messrs.

Metler, Priepke, and Tarbutton

30. Quantitative Analysis.—A number of representative analyses are carried out in the laboratory, and the underlying theory is taken up in the

lectures. Two lectures and six laboratory hours. 4 s.h. Prerequisite, Chemistry 21. Analytic geometry and college physics are desirable but not required.

W&E

Assistant Professor Vosburgh and Messrs.

Metler, Priepke, and Tarbutton

41. Household Chemistry.—A course dealing with materials used chiefly in the home. It is open to students who have passed Chemistry 1-2 or who have had elementary chemistry accepted for entrance credit. Two recitations and three laboratory hours. 3 s.h.

 $\mathbf{E}$ 

PROFESSOR WILSON

141. Food and Nutrition.—This course naturally follows course 41 and may be taken by persons passing that course or those who have taken or are taking course 151-152. Two recitations and three laboratory hours.

W

[Not offered in 1931-1932]

PROFESSOR WILSON

151-152. Organic Chemistry.—An introduction to the study of the compounds of carbon. Both the aliphatic and the aromatic series will be dealt with, and the lectures illustrated by selected laboratory experiments. Two lectures, one recitation, and three laboratory hours. 8 s.h. Prerequisites, Chemistry 21 and 30 unless specifically excused by the Department.

W

Assistant Professor Bigelow, Dr. Hauser, and Mr. Pearson

215-216. Advanced Inorganic Chemistry.—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours. 6 s.h. Prerequisites, Chemistry 1-2, 21, 30, and 151-152. Chemistry 261-262, advanced physics, and ability to read German are desirable.

W

ASSISTANT PROFESSOR VOSRURGH

231. Advanced Quantitative Analysis.—A continuation of course 30, involving some of the more difficult analytical methods, including quantitative organic analysis. One recitation and six laboratory hours. 3 s.h. Prerequisites, Chemistry 30, 151-152. Chemistry 261-262 is desirable.

W Assistant Professors Vosburgh and Bigelow

232. Instrumental Analysis.—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours. 3 s.h. Prerequisites, Chemistry 30, 261-262, and 231. Laboratory physics is desirable.

W

ASSISTANT PROFESSOR VOSBURGH

233. Microanalysis.—An introduction to the technique of qualitative and quantitative analysis of inorganic and organic materials using very small samples. Besides using the methods of Pregl and Emich for quantitative work, those of Chamot and Behrens-Kley for qualitative

analysis will be practiced. Laboratory and conferences. 2 s.h. Prerequisites, Chemistry 21, 30, and 151-152, and the recommendation of the department.

W Dr. Kiefer

241. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. 4 s.h. Prerequisites, Chemistry 30 and 151-152. Course 261-262 is desirable though not required.

W Professor Wilson

244. Metabolism.—Open to students who have completed course 241 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. 4 s.h.

W [Not offered in 1931-1932]

PROFESSOR WILSON

251-252. Intermediate Organic Chemistry.—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 253-254 or research, and to meet the minor requirements of graduate students in other departments. Three recitations.

W 3 s.h.

ASSISTANT PROFESSOR BIGELOW

253-254. Advanced Organic Chemistry.—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include qualitative organic analysis, together with preparations of the more difficult type, requiring reference to the original literature. One lecture and nine laboratory hours. 8 s.h. Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German.

W Assistant Professor Bigelow and Dr. Hauser

**260.** Colloid Chemistry.—An introductory study of the colloidal state of matter. Two recitations and three laboratory hours, for one semester. **3 s.h.** Prerequisites, Chemistry 151-152 and 261-262. Calculus, chemical thermodynamics, and advanced physics are desirable.

W Assistant Professor Vosburgh

[Offered Fall 1931]

W

261-262. Physical and Electro Chemistry.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. 6 s.h. Prerequisites, Chemistry 30, 151-152, college physics, and college algebra. Calculus is desirable but is not required.

PROFESSOR GROSS AND DR. SAYLOR

271. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture, 1 s.h.

W PROFESSORS GROSS AND WILSON, ASSISTANT
PROFESSORS VOSBURGH AND BIGELOW

273-274. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. 2 s.h.

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH
W AND BIGELOW, DR. HAUSER AND DR. SAYLOR

275-276. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week laboratory and conferences. 3 or 6 s.h.

Students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to seniors who have had courses 30, 151-152, and 261-262.

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH
W AND BIGELOW, DR. HAUSER AND DR. SAYLOR

280. Teaching of Chemistry.—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study necessary for the conference hour. One semester, to be arranged with the Department. 2 or 3 s.h.

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

W Professor Wilson

#### DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

PROFESSORS GLASSON, COTTON, HOOVER, WILSON,\* AND HAMILTON; ASSOCTATE PROFESSOR RANKIN; ASSISTANT PROFESSORS LANDON, GRAY, ROBERTS, SHIELDS, AND TOWE; MESSRS. RATCHFORD, SIMPSON,
BLACK, HAGAN, LEMERT, NICHOL, ALEXANDER,
KEECH, SAVAGE, AND BUDD

This department offers instruction in general economics, business administration, and political science. The general course in economics affords a survey of the whole field of economic thought and lays the foundation for specialized study in various branches of the subject. Advanced courses are offered in theoretical and applied economics.

A special group of studies is provided for candidates for the bachelor of arts degree who are definitely looking forward to a business career

<sup>\*</sup> On leave, 1931-1932.

at the conclusion of their college course. This group is described as Group II in "Business Administration" in this catalogue. While Group II is mainly composed of liberal rather than technical studies, it gives opportunity in the junior and senior years for specialized study in such subjects as money and banking, public and corporation finance, investments, railroad and water transportation, marketing, insurance, industrial management, accounting, and business statistics.

In political science, the department offers courses which deal with the nature, origin, and functions of the state, giving detailed consideration to the political institutions of the United States, England, and other countries. Courses are also offered in political theory, international government and relations, state government, and city and county government.

Unless otherwise specified, courses are offered throughout the year.

#### ECONOMICS AND BUSINESS ADMINISTRATION

#### PRIMARILY FOR FRESHMEN

A. Economic Geography.—This course in the first semester is based upon the study of the world's major geographic regions, their present and potential production of foods and raw materials for manufacture, and the effects of environmental influences. The spring semester is devoted to the study of the geography of manufacturing industries and trade, and the possible development of resources. Required of freshmen in the Business Administration Group. 6 s.h.

W Assistant Professor Landon and
Messes, Lemert and Nichol

#### FOR SOPHOMORES AND JUNIORS

1. Principles of Economics.—This course must be taken by all students planning to elect further courses in economics and business administration. 6 s.h.

W & E

Professors Hoover and Hamilton, Assistant Professors Roberts and Gray, and Messrs. Hagan, Lemert, and Nichol

#### FOR TUNIORS

115. Economic Geography; Teachers' Course.—This course is not open to students who have received credit for Economics A. Required of all students in Teaching Group, Class C. The study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals, and the works of man as environmental factors. First semester. 3 s.h.

E. MR. LEMERT

116. Economic Geography and Industrial Organization.—This course is not open to students who have received credit for Economics A. Required of all students in Teaching Group, Class C. A study of the economic resources of the world: the products of the agricultural and manufacturing industries; trade routes and trade centers; the balance of trade and its relation to industrial development; and the influence of geographic factors on the commercial policy of nations. Prerequisite, course 115. Second semester. 3 s.h.

E

Mr. Lemert

#### FOR TUNIORS AND SENIORS

[Note: The attention of students who are taking, or who propose to take, courses 104, 144, 105, 158 is called to Mathematics 21, "Mathematics of Investment." This course is recommended as an elective for sophomores or juniors.]

104. Corporation Finance.—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. First semester. 3 s.h. Prerequisite, course 1.

When Ratchford

144. Investment and Speculation.— The accumulation of capital; the different types of investment securities; investment banking; the stock exchange and its functions; taxation of investments; analysis of investments. Second semester. 3 s.h. Prerequisite, course 1.

W

MR RATCHFORD

#### FOR JUNIORS

105. Industrial Management and Business Forecasting.—A study of the principles of industrial management, the business cycle, and methods of forecasting business conditions. First semester. 3 s.h.

W

PROFESSOR COTTON

158. Insurance.— A general course dealing with life, fire, health, and accident insurance; workmen's compensation; credit and automobile insurance; and bonding companies. Second semester. 3 s.h.

W

Professor Cotton

#### FOR SENIORS

106. Railway, Ocean, and Inland-Waterway Transportation.—History of the development of railways in the United States; railway organization and finance; traffic management; federal and state regulation of railroads; the present status of the railroad problem; inland-waterway transportation; and ocean transportation. Collateral reading and the preparation of term papers are required. 3 s.h.

W

Assistant Professor Landon

168. Marketing Problems.— This course is designed to study the marketing of staple crops, such as cotton and wheat. It also deals with the coöperative marketing of a variety of commodities. Particular attention is given to the marketing of the cotton crop. A study is made of the methods of trading and functions of the New York, New Orleans, and Liverpool Cotton Exchanges. Collateral reading and the preparation of term papers are required. 3 s.b.

W

ASSISTANT PROFESSOR LANDON

#### FOR SENIORS AND GRADUATES

203. Money and Banking.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. First semester. 3 s.h.

Students who elect this course must have made a creditable record in

course 1.

PROFESSOR GLASSON AND ASSISTANT PROFESSOR GRAY

235. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. Second semester. 3 s.h.

Students who elect this course must have made a creditable record in course 1.

W

PROFESSOR GLASSON AND ASSISTANT PROFESSOR GRAY

237. American Federal Finance.—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public-debt administration, and budgetary procedure. First semester. 3 s.h. Assistant Professor Gray

[Not offered in 1931-32]

231. The Economic History of England.—A study of England since the eleventh century, treating the manorial system, the gilds, mercantilism, and the course of the commercial and industrial revolutions to the present. First semester. 3 s.h.

W

ASSISTANT PROFESSOR ROBERTS

238. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. Second semester, 3 s.h.

W

ASSISTANT PROFESSOR ROBERTS

239. Statistical Methods.—Statistical analysis as a tool in investigation: its limitations and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hour lectures and one laboratory period. First semester. 3 s.h.

W

ASSISTANT PROFESSOR GRAY

240. Statistical Analysis of Time Series.—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic phenomena. Prerequisite, course 239. Two hour lectures and one laboratory period. Second semester. 3 s.h.

W Assistant Professor Gray

254. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and in the United States. The structure, methods, and policies of modern unions. First semester. 3 s.h.

[By special permission, seniors may substitute course 254 for course

106]

W Professor Cotton

255. Industrial Relations.—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 254 is a prerequisite for this course. Second semester. 3 s.h.

[By special permission, seniors may substitute course 255 for course

168]

W PROFESSOR COTTON

265. International Trade and Tariff Policies.—An analysis of the theoretical principles underlying international trade with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England from the eighteenth century to the present. First semester. 3 s.h.

W

ASSISTANT PROFESSOR ROBERTS

266. International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money régime, German reparation payments, and related problems. Second semester. 3 s.h.

W

ASSISTANT PROFESSOR ROBERTS

#### FOR SENIORS AND GRADUATES

267. Business History.—A study of money makers and money making from the late middle ages to 1913. Attention will be given to the economic phenomena, such as fluctuations of prices, business cycles, monetary inflation, technological progress, and shifts in demands, markets, and sources of supply—which have affected the accumulation of large fortunes. Attention will also be given to the relative profit of industries at different periods. 4 s.h.

W

Professor Hamilton

214. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism, and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. First semester. 3 s.h.

W

PROFESSOR HOOVER

215. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. Second semester, 3 s.h.

W

PROFESSOR HOOVER

#### FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

210. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. 6 s.h.

W

PROFESSOR HAMILTON

212. Advanced Economic Theory.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. 4 s.h.

W

Professor Hoover

349. Research in Corporation Organization and Finance.—Open to graduate students and, by special permission, to seniors who have completed creditably courses 104 and 144. Second semester. 2 s.h.

W

PROFESSOR GLASSON

#### ACCOUNTANCY AND BUSINESS LAW

#### FOR SOPHOMORES

7. First-Year Accounting.—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. 6 s.h.

W

Assistant Professor Shields, Messrs. Black, Budd, and Savage

#### FOR JUNIORS AND SENIORS

172. Second-Year Accounting.—Advanced theory applied to the accounting process. Open to students who have completed Accounting 7. 6 s.h. [Students specializing in accounting may substitute this course for courses 105 and 158.]

W

ASSISTANT PROFESSOR SHIELDS

#### FOR SENIORS

173. Auditing.—Theory and practice of balance sheet and detailed audits and special investigations. Students are admitted to the course by permission of the instructor. First semester. 3 s.h.

[Students specializing in accounting may substitute this course for course 106.]

W

Mr. Black

174. C. P. A. Problems.—Practical accounting problems, auditing, analysis, and theory of accounts in preparation for the Certified Public Accountant examination. Students are admitted to the course by permission of the instructor. Second semester. 3 s.h.

[Students specializing in accounting may substitute this course for

course 168.1

W Mr. Black

176. Income-Tax Accounting.—A study of federal and state income-tax laws; problems in the preparation of tax returns and claims for refund. First semester. 3 s.h.

W

ASSISTANT PROFESSOR SHIELDS

177. Modern Accounting Systems.—Systems and the forms for recording data of basic manufacturing industries, banks, building and loan associations, estates, and municipalities. Special attention will be paid to budgetary accounting. Second semester. 3 s.h.

W

Assistant Professor Shields

178. Business Law.—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, Business Law. Casebook: Bays, Cases on Commercial Law. Required of seniors in the Business Administration group. 6 s.h.

W

Assistant Professor Towe

#### FOR SENIORS AND GRADUATES

275. Advanced Industrial Accounting and Management.— This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost-accounting is worked by each student during the course. 6 s.h.

Courses 105 and 7 are ordinarily prerequisites for this course.

W

PROFESSOR COTTON

#### POLITICAL SCIENCE

## FOR JUNIORS

102. American Government and Politics.—A brief preliminary study of political organization in general is followed by a more detailed study of the American political system. The subject matter includes the organization and functioning of American government—national, state, and local. 6 s.h.

W&E

PROFESSOR WILSON, ASSOCIATE PROFESSOR RANKIN, AND Mr. SIMPSON

Course 102, for which course 1 is not a prerequisite, is ordinarily taken before any other course in political science. Students who have not had course 102 or its equivalent may be admitted to other courses in political science with the approval of the individual instructors concerned.

#### FOR SENIORS AND GRADUATES

208. American Constitutional Law and Theory.—Leading constitutional principles of American government, as developed through judicial interpretation, are studied. Emphasis is placed upon problems of current importance. The reading of cases is supplemented by lectures and assigned legal problems. First semester. 3 s.h.

FN - - - - - - - - 1021 1022

PROFESSOR WILSON

[Not offered in 1931-1932]

264. Railroad Regulation in the United States.—A study of the powers, activities, and inter-relationship of regulatory bodies, state and federal. The latter part of the course is given to an analysis of the Transportation Act of 1920 and to its administration up to the present time. Second semester. 3 s.h.

W

[Not offered in 1931-1932]

PROFESSOR WILSON

209. State and Local Government in the United States.—The subject matter of this course covers the historical development of state and local governments, their present political organization and their relation to each other and to the federal government. Particular attention is given to the study of state and county government in North Carolina. First semester. 3 s.h.

W

ASSOCIATE PROFESSOR RANKIN

294. Municipal Government and Administration.—A study of the general problems related to the structural system and activities of municipalities in the United States. Special reference is made to the problems of municipal government in North Carolina. Second semester. 3 s.h.

W

Associate Professor Rankin

223. Political Thought to the Seventeenth Century.—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, emphasis is placed upon the development of distinct concepts of far-reaching importance in political theory. First semester, 3 s.h.

W

PROFESSOR WILSON

224. Modern Political Theory.—Political theories of the seventeenth, eighteenth, and nineteenth centuries are studied with particular reference to their influence upon American political thought. In the latter part of the course consideration is given especially to the modern idea of the state. Second semester. 3 s.h.

W

PROFESSOR WILSON

225. American Political Parties and Practical Politics.—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. First semester. 3 s.h.

137

ASSOCIATE PROFESSOR RANKIN

[Not offered in 1931-1932]

228. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. First semester. 3 s.h.

W

ASSOCIATE PROFESSOR RANKIN

226. Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. Second semester. 3 8.h.

W

ASSOCIATE PROFESSOR RANKIN

227. International Law and International Organization.—Elements of international law and the application of principles through judicial interpretation and in international negotiations, with particular attention to interpretation and application by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. 6 s.h.

W

PROFESSOR WILSON

#### DEPARTMENT OF EDUCATION

PROFESSORS HOLTON, PROCTOR, CHILDS, AND BROWNELL; ASSOCIATE PROFESSOR CARR; ASSISTANT PROFESSOR EASLEY; MR. GODARD, MRS.

SMITH, MR. MCEWEN, MR. HOBAN, MR. ARMSTRONG, MRS.

TWADDELL, AND MRS. MASON

The purposes of the Department of Education are: (1) to develop greater appreciation of the value of the school as an institution; (2) to impart a knowledge of educational principles and methods of teaching; (3) to acquaint the student with the status of elementary and secondary education of the present day, and to equip him for service in these fields as superintendent, supervisor, principal, or teacher; (4) to make a careful study of educational conditions and needs in North Carolina and in the South.

Courses in the department are designed for three groups of students: (1) students with teaching experience or others who have definitely chosen teaching as their life work; (2) juniors and seniors who desire to study the school as an outstanding social institution; and (3) teachers whose work will permit them to enroll in Saturday and afternoon classes.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses as 54 and 105 for their introductory work in the department and then to elect further work in accordance with their special interests. Students who expect to engage in the various phases of teaching should plan their courses in accordance with the general regulations for Group V as outlined in this catalogue.

## FOR FRESHMEN

O. Orientation Course in Study and Study Habits.—A course for freshmen whose high school and other records indicate the need of help in

working out a satisfactory method of study. The factors of study, the use of text-books, note-taking from lectures and parallel readings, and applications of the factors of study to the daily problems of the student are among the matters considered. Either semester. 3 s.h.

W&E

PROFESSOR PROCTOR, ASSISTANT PROFESSOR EASLEY,
MESSRS, GODARD AND ARMSTRONG

#### FOR FRESHMEN AND SOPHOMORES

8. The Learning Process.—A course in elementary educational psychology, required of all freshmen and sophomores entering Group V. Either semester. 3 s.h.

W & F.

ASSISTANT PROFESSOR EASLEY AND MR. GODARD

FOR FRESHMEN WHO HAVE HAD COURSE 8, AND FOR SOPHOMORES

10. Introduction to Teaching.—A survey of the work of the teacher, intended to assist the pupil in choosing intelligently some field of teaching work for future specialization. Topics: qualification and training of teachers, nature and aims of education, nature and purpose of public-school curricula, nature of subject-matter and its relation to pupil activity, and modern classroom procedure in teaching. Second semester. 3 s.h.

E

ASSOCIATE PROFESSOR CARR

FOR SOPHOMORES WHO HAVE HAD COURSE 10 AND FOR JUNIORS

54. Introductory Course in the History of Education.—A study of the types of educational systems and institutions evolved in Western Europe and the United States as an introduction to current educational problems. Either semester. 3 s.h.

E (first semester) and W (second semester)

PROFESSOR HOLTON

#### FOR JUNIORS

58. The Learning Process.—A special section of course 8, intended for juniors. Either semester. 3 s.h.

E (first semester) and W (second semester)

ASSISTANT PROFESSOR EASLEY

**68.** Mental Hygiene of the School Child.—. A study of factors of personality as related to the adjustment and success of the school child; the foundation of motivation; typical problems of maladjustment; social heredity and its educational implications; and variations in intelligence. Second semester. **3** s.h.

E

ASSISTANT PROFESSOR EASLEY

83. Current Trends in American Public-School Organization.—A study of current controversies and criticisms bearing on the organization and administration of the public schools, recent developments in the organization of schools, and the theories underlying these developments. First semester. 3 s.h.

E

PROFESSOR PROCTOR

- 103. School Organization and Administration for the Classroom Teacher.—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. Either semester. 3 s.h.

  W (first semester) and E (second semester)

  PROFESSOR PROCTOR
- 105. Introduction to Educational Sociology.—A study of social forces, processes, and values, as affecting education and the interaction of school and community. First semester. 3 s.h.

E PROFESSOR CHILDS AND MR. HOBAN

[Not offered in 1931-1932]

110. Introduction to Secondary-School Teaching.—A special section of course 10; open for enrollment to juniors who have not had 10 and are preparing to teach in secondary schools. Second semester. 3 s.h.

W PROFESSOR PROCTOR

118. Educational Implications of Genetic Psychology.—A course tracing the development of the individual through the stages of growth and learning, with emphasis upon early and later childhood; the development of such patterns of behaviour as play, language, etc.; the process of socialization; and similar material of especial significance to teachers in the elementary schools. First semester. 3 s.h.

E [Not offered in 1931-1932] PROFESSOR BROWNELL

## FOR JUNIORS AND SENIORS

A. Public-School Drawing.—This course is offered to develop certain skills fundamental in the teaching of public-school drawing, as well as skills that will prove of help in teaching other subjects of the elementary-school curriculum. Topics: color theory, design, perspective, representation, illustration, and picture study. Media: charcoal, water-colors, crayons, and clay. This course is open only to students who are attempting to meet certification requirements for a North Carolina primary or grammar-grade certificate and does not carry credit toward a degree. Second semester. (3 points professional credit only.)

E Mrs. Mason

B. Industrial Art in the Public School.—Manipulation and work with clay. textiles, wood, paper, food, and printing, intended to give the child an acquaintance with the raw products of nature and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, and tools. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. This course is open only to students who are attempting to meet certification requirements for a North Carolina primary or grammar-grade certificate and does not carry credit toward a degree. Second semester. (3 points professional credit only.)

E

 $\mathbf{E}$ 

C. Public-School Music.—A course in the fundamentals necessary for grade teaching. Such topics as sight-singing, ear-training, reading and dictation rate songs, and child voice will be discussed. This course is open only to students who are attempting to meet certification requirements for a North Carolina certificate and does not carry credit toward a degree. First semester. (3 boints professional credit only.)

E MRS. TWADDELL

106. Principles of Secondary Education.—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. Not open for enrollment to students who have had course 100. Either semester. 3 s.h.

W (first semester) and E (second semester) PROFESSOR CHILDS

142. Children's Literature.—A critical study of literature for the elementary grades; types of literature; story telling; underlying principles and practice; bibliographies and use of library. Students enrolled will be allowed to specialize in literature of either the primary or grammar grades. First semester. 3 s.h.

ASSOCIATE PROFESSOR CARR  $\mathbf{E}$ 

177. The Social and Economic Position of Women.—A course in vocational guidance for women, counting as a general elective, but not as part of either a major or minor in education or toward a North Carolina state teacher's certificate. The purpose of the course is to give the historical background of the changing social and economic position of women, the contributions made by outstanding women, and the vocational opportunities open to women. Second semester. 2 s.h.

MRS. SMITH

#### FOR SENIORS

102. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the mother-tongue, writing. and number in the primary grades. A minimum of thirty laboratory periods of observation and practice-teaching. First semester. 3 s.h.

E ASSOCIATE PROFESSOR CARR

112. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the primary subjects other than language, reading, writing, and arithmetic. A minimum of thirty laboratory periods of observation and practice-teaching. Second semester.  $\mathbf{E}$ 

ASSOCIATE PROFESSOR CARR

107. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the language, reading, and arithmetic of the grammar grades. A minimum of thirty laboratory periods of observation and practice-teaching. First semester. 3 s.h. E

ASSOCIATE PROFESSOR CARR

117. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the grammar grade subjects other than language, reading, and arithmetic. A minimum of thirty laboratory periods of observation and practice-teaching. Second semester. 3 s.h.

 $\mathbf{E}$ 

ASSOCIATE PROFESSOR CARR

116. General Methods in the High School: Observation and Practice Teaching.—A required course in Group V. Class B. open only to seniors who have completed or are carrying course 106. Students must arrange their schedules to permit four hours weekly of observation and practice teaching. Since practice teaching facilities are limited, students with superior records will be given preference in the practice teaching. No student whose record is below "C" will be permitted to do practice work. Either semester. 3 s.h. PROFESSOR CHILDS AND MR. HOBAN

E (first semester) and W (second semester)

136. The Teaching of High-School English.—Identical with English 142. Second semester. 3 s.h.

W ASSISTANT PROFESSOR A. C. JORDAN

156. The Teaching of Secondary-School Latin.—Identical with Latin 109 First semester. 3 s.h.

PROFESSOR ROSBOROUGH OR PROFESSOR ANDERSON [Not offered in 1931-1932]

166. The Teaching of High-School French.—Identical with French 117 First semester. 3 s.h.

W

PROFESSOR WEBB

176. Materials and Methods in High-School Science.—Discussion, based upon lectures and collateral reading, of such topics as aims, tests for values, the curriculum, class-room procedure, course and lesson planning in secondary-school science. The class is limited in number to twenty admission being made only after consultation with the instructor, preferably during the preceding spring. Only such seniors are admitted as are thinking seriously of teaching science in the high schools and have taken at least eighteen hours of science in college. Second semester. 3 s.h

W

PROFESSOR CHILDS

#### FOR SENIORS AND GRADUATES

200. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. First semester. 3 s.h.

W

Professor Holton

205. Sociological Foundations of the Secondary-School Subjects.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school, Prerequisite, six semester-hours in education, including course 105. First semester. 3 s.h. PROFESSOR CHILDS

[Not offered in 1931-1932]

W

206. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high-school subjects. 3 s.h.

PROFESSOR CHILDS

[Not offered in 1931-1932]

207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite, teaching experience or six semester-hours of work in materials and methods. First semester. 3 s.h.

ASSOCIATE PROFESSOR CARR

[Not offered in 1931-1932]

208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. Prerequisite, course 229. Second semester. 3 s.h.

Assistant Professor Easley

209. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. Second semester. 3 s.h.

[Not offered in 1931-1932]

Assistant Professor Easley

- 212. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary school. First semester. 3 s.h.

  [Not offered in 1931-1932] Associate Professor Carr
- 213. Secondary-School Organization and Administration.—A study of the outstanding problems of secondary-school organization and administration other than the problem of gradation and classification of pupils. Second semester. 3 s.h. Professor Proctor

[Not offered in 1931-1932]

- 214. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. First semester. 3 s.h. PROFESSOR HOLTON [Not offered in 1931-1932]
- 215. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational guidance, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite, six semester-hours in educational sociology, preferably courses 105 and 205. Second semester. 3 s.h.

[Not offered in 1931-1932]

PROFESSOR CHILDS

218. Educational Implications of Genetic Psychology.—Special section of course 118, intended primarily for graduate students, ordinarily not offered the same year in which 118 is given. Second semester. 3 s.h.

W PROFESSOR BROWNELL

219. Experimental Education.—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. First semester. 3 s.h.

W

PROFESSOR BROWNELL

222. Methods of Teaching and Supervising the Fundamental Subjects.—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. Second semester. 3 s.h.

Associate Professor Carr

[Not offered in 1931-1932]

224. Current Problems in Public Education as Revealed through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. Second semester. 3 s.h.

W

PROFESSOR HOLTON

226. The Teaching of High-School History.—Identical with History 212.

The course counts as an elective in the Department of Education only when approved by the department and the instructor. First semester.

W

ASSOCIATE PROFESSOR SHRYOCK

228. Psychology of Learning.—A study of different types of learning, the principles which underlie successful guidance of learning, and methods and conditions of learning, and individual differences. Constant reference to experimental literature. Second semester. 3 s.h.

W

ASSISTANT PROFESSOR EASLEY

**229.** Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. First semester. 3 s.h.

W

PROFESSOR BROWNELL

- **232.** Elementary-School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. Second semester. **3 s.h.** Associate Professor Carr [Not offered in 1931-1932]
- 233. Administrative Pupil-Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting

the results of tests; and some practice in the computation of statistical measures. First semester. 3 s.h. PROFESSOR PROCTOR [Not offered in 1931-1932]

234. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. First semester. 3 s.h. [Not offered in 1931-1932] PROFESSOR HOLTON

235. Principles of Vocational Education.—A study of the social basis for vocational education: a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. Second semester. 3 s.h.

[Not offered in 1931-1932]

238. Investigations in Reading.—A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing diagnosis, and supervision: emphasis on problems requiring further investigation. First semester. 3 s.h.

E

ASSOCIATE PROFESSOR CARR

244. Studies in the Historical Development of Public-School Administration. An advanced course devoted to the development of public-school administration in the South, with especial reference to North Carolina as a type. First semester. 3 s.h. PROFESSOR HOLTON

[Not offered in 1931-1932]

- 246. The Teaching of Mathematics.—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. Second semester. 3 s.h. W PROFESSOR RANKIN
- 248. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. First semester. 3 s.h.

(Campus to be selected)

PROFESSOR BROWNELL

253. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. Second semester. 3 s.h. PROFESSOR HOLTON [Not offered in 1931-1932]

254. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. First semester. 3 8.h.

W

PROFESSOR PROCTOR

### FOR TEACHERS IN SERVICE AND FOR OTHER STUDENTS BY PERMISSION

Teachers are referred to such courses, listed for seniors and graduates, on this page and preceding pages, as may be scheduled for late afternoon hours and Saturday periods. Graduate teachers will find other courses in the graduate section of the annual catalogue and in the graduate bulletin. Undergraduate courses are offered when there is sufficient demand from teachers in the elementary schools.

# DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING

ASBURY AND BIVINS BUILDINGS

PROFESSORS BIRD AND HALL AND MR. MATHEWS

With the exception of course 10, odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

#### DRAWING

1-2. Graphics.—Orthographic projection, lettering, pictorial representation, descriptive geometry problems relating to point, line, plane, and solid with the ordinary cases of intersections and developments. 6 s.h.

Professor Burd and Mr. Mathews

# MECHANICS

6. Mechanics.—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, and momentum. Prerequisite, Mathematics 25.

PROFESSOR BIRD AND MR. MATHEWS

107. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses: etc. Prerequisite, course 6. 4 s.h.

E

PROFESSOR BIRD

108. Hydraulics.—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, course 6. 4 s.h.

 $\mathbf{E}$ 

PROFESSOR HALL

# CIVIL ENGINEERING

10. Plane Surveying.— Use of instruments: transit, stadia, compass, and plane-table surveying; simple triangulation; determination of meridian by observation on Polaris; differential and profile leveling; setting grade

stakes; calculation of bearings, latitudes, and departures; areas by planimeter; methods of plotting; survey and plot of sections of the campus by stadia, and transit and tape. Nine hours a day, three weeks, Summer School. 3 s.h.

For fee of this course, see bulletin of the Summer School.

E PROFESSORS BIRD AND HALL AND ASSISTANTS

11. Higher Surveying.—Care and adjustment of instruments; topographical surveying; surveys and resurveys; laying out and division of land; Public Land system; further calculations, omitted measurements, areas by double longitude; quantities from profiles and cross sections. Prerequisite, course 10. 2 s.h.

E Professor Hall

112. Field Astronomy.—Determination of latitude, time, and azimuth by observation on sun and stars; use of transit, solar attachment, and sextant. Prerequisite, course 11. 2 s.h.

E Professor Hall

113-114. Curves and Earthwork.—Highways—Thorough drill in the calculation and laying out of simple, compound and easement curves, widening of curves, vertical curves, setting slope stakes, ordinary earthwork computations, and mass diagrams. 3 s.h.

E Professor Hall

15. Highway Engineering.—Location, construction, and maintenance of roads and payements: dust prevention: road economics. 3 s.h.

E PROFESSOR HALL

117. Highway Engineering.—Standard tests of stone, gravel, and bituminous materials. 2 s.b.

PROFESSOR HALL

118. Materials of Engineering.—Study and testing of materials other than those taken up in course 117. 2 s.h.

E PROFESSOR BIRD

119-120. Railroad Engineering.—Differences between highway and railway practice affecting curves and earthwork. A. R. E. A. transition curve, frogs, switches, and crossings. Preliminary and location survey of a railway of sufficient length to secure familiarity with methods of actual practice. Paper location made with estimate of cost. Construction and maintenance of track and trackwork, economics, and operating conditions affecting location. Prerequisite, course 113-114. 5 s.h.

E Professor Bird

## 123-124. Hydraulic Engineering .--

(a) Hydrology—Factors affecting precipitation; evaporation from land and water surfaces; relation of precipitation to run-off; estimating run-off; floods and flood flows. Stream gauging.

(b) Public Water Supply—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution

of water. Standard laboratory tests for the chemical and bacteriological examination of water.

(c) Sewerage—Sewerage systems, rainfall and storm water flow, sizes of storm and sanitary sewers, sewage disposal. Standard laboratory tests of sewage. Prerequisite, course 108. 8 s.h.

E

PROFESSOR HALL

131. Steel Structures—Stresses.—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges, including subdivided panels, and wind bracing. Prerequisite, course 6. 4 s.h.

Ε

PROFESSOR BIRD

132. Steel Structures—Design.—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, courses 107, 131. 4 s.h.

E

PROFESSOR BIRD

133. Reinforced Concrete.—Theory and design of reinforced concrete beams, slabs, and columns. Prerequisite, course 107. 3 s.h.

E

PROFESSOR BIRD

134. Masonry Structures.—Ordinary foundations, dams, retaining walls, arches, piers, and abutments. Prerequisites, courses 107, 133. 3 s.h.

E

PROFESSOR BIRD

137-138. Seminar.—Students are required to make reports and to talk on current engineering literature or on such other topics as may be assigned. 2 s.h.

E

PROFESSORS BIRD AND HALL

240. Indeterminate Structures.—Introductory course dealing with the application of theory of least work, deflection, and rotation to indeterminate stresses. Problems are solved analytically, graphically, and by deformeter. Prerequisite, course 131. 3 s.h.

E

PROFESSOR BIRD

## MECHANICAL ENGINEERING

79-80. Constructive Processes.—Recitation course covering general processes in foundry, forge, and machine shop. Trips to neighboring shops are made. 2 s.h.

E

MR. MATHEWS

81. Mechanica.—Displacement, velocity, and acceleration diagrams. Particular c...tion is given to gearing, cams, trains of mechanism, belts, and link work. 2 s.h.

E

Mr. Mathews

85. Steam Engineering.—Elementary principles of boilers, engines, turbines, and auxiliaries; properties of steam, fuels, and combustion. 2 s.h.

E

Mr. MATHEWS

187-188. Heat Engineering.—Properties and thermodynamic processes of gases and vapors; cycles; efficiencies and performances of heat engines.

E. 6 s.h.

Mr. Mathews

199-200. Junior Mechanical Engineering Laboratory.—Open only to civil and electrical engineering students who have elected courses 187-188.

Mr. Mathews

## DEPARTMENT OF ELECTRICAL ENGINEERING

ASBURY BUILDING

# PROFESSORS SCHEALER AND SEELEY

151-152. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations, and laboratory tests covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. Prerequisites, Physics 53-54, Mathematics 25, 30 (or concurrent). 8 s.h.

 $\mathbf{E}$ 

PROFESSOR SEELEY

153. Principles of Electrical Engineering.—A short elementary course consisting of lectures, recitations, and laboratory tests covering the principles of direct and alternating current machinery, especially designed for students in civil engineering. Prerequisite, Physics 53-54. 3 s.h.

E

PROFESSOR SCHEALER

- 154. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—An advanced course consisting of lectures, recitations, and laboratory tests covering the principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, transformers, parallel operation of alternators, synchronous converters, polyphase induction motors, and single-phase induction, series, and repulsion motors. Prerequisite, course 157. 6 s.h.

  E PROFESSOR SCHEALER
- 155. Principles of Electrical Engineering: Advanced Direct-Current Machinery. A study of the principles which underlie the design and operation of all types of direct-current machinery. This course includes one three-hour period in the machinery laboratory weekly. Prerequisites, courses 151-152, Mathematics 25, 30. 3 s.h.

E

PROFESSOR SCHEALER

156. Electric Railways.—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Elective. Prerequisites, courses 151-152, 155. 3 s.h.

E

PROFESSOR SCHEALER

157. Principles of Electrical Engineering: Advanced Alternating Currents.— The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152, Mathematics 25, 30. 3 s.h.

E. Professor Schealer

158. Electric-Power Stations.—A course of lectures and recitations pertaining to the design, construction, and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered-fuel and stoker equipment; switchboards; instruments and protective devices; operation and management; visits to neighboring plants. Prerequisites, courses 151-152, 187-188. 3 s.h.

E PROFESSOR SCHEALER

159. Electric-Power Transmission.—A course of lecture and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission-line problems. Concurrent with course 157. Prerequisite, course 151-152. 3 s.h.

E Professor Seeley

161-162. High-Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum-tube circuits, wire and wireless-telephone circuits. Prerequisite, Mathematics 231. 6 s.h.

E PROFESSOR SEELEY

163-164. Mathematical Analysis of Electrical Circuits.—An advanced course on the detailed mathematical analysis of certain circuits used in electrical engineering, with an introduction to the use of operational calculus as applied to electrical circuits. Elective. Prerequisites, courses 151-152, Mathematics 231. 6 s.h.

E PROFESSOR SEELEY

# DEPARTMENT OF ENGLISH

PROFESSORS BROWN, GILBERT, WHITE, BAUM, HUBBELL, GREENE, AND CHASE;
ASSOCIATE PROFESSOR MITCHELL; ASSISTANT PROFESSORS JORDAN,
PATTON, VANCE, AND GOHDES; AND MESSRS. BLACKBURN, WARD,
GREGORY, SUGDEN, WEST, ANDERSON, AND MRS. WHITE

Odd-numbers as a rule indicate courses offered during the first semester; even-numbers, those offered during the second semester.

1-2. English Composition and English Poetry.—During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. 6 s.h.

Students who receive a grade of 75 or more in the work of composition of both semesters and a grade of 75 or more in the work in literature are transferred on recommendation of their instructors to sections of English 5-6 for work in English during their sophomore year. Those whose grades in the work of composition of both semesters fall between

70 and 75 are transferred for work in English during their sophomore year to sections of English 3-4. Those students who do not earn a grade of 70 in composition during the first semester are required to continue the study of composition during the second semester; if they earn the passing grade of 70 or more in the work of composition at the end of the second semester, they receive credit for the first half-year of work, and during their sophomore year they do the work of the second semester of English 1-2. Students whose grades in the work of composition for both semesters fall below 70 must repeat the entire course during their second year.

ASSOCIATE PROFESSOR MITCHELL; ASSISTANT PROFESSORS JORDAN,
PATTON, VANCE, AND GOHDES; MESSRS. WARD, GREGORY, SUGDEN,
W & E

AND ANDERSON, AND MRS. WHITE

**3-4.** English Composition.—A second course in composition for sophomores. **6 s.h.** 

Students who are required to take English 3-4 may take English 5-6 as an elective.

W&E

ASSISTANT PROFESSOR JORDAN

**5-6.** Prose Literature.—This course consists of a reading and study of selected works of the best writers of prose. Lectures are given on the lives of the authors studied, the periods of literary history, and the origin and growth of the various types of prose literature. Special emphasis is placed upon the study of biography. **6 s.h.** 

English 5-6 or 3-4 is required of all sophomores; English 5-6 is open as an elective to all undergraduates who do not take it as a required course. Sophomores who passed English 1-2 with recommendation to sections of English 5-6 may take 3-4 as their required English in their second year and carry English 5-6 as an elective. English 5-6 or its equivalent is required of all students who do their major work in English.

W & E PROFESSOR GREENE; ASSISTANT PROFESSORS PATTON,
VANCE, AND GOHDES; AND MRS. WHITE

AND MR. BLACKBURN

101-102. Composition.—This is a practical course for students who desire a greater mastery of, and facility in, the use of the language than they get from English 1-2 and 3-4. 6 s.h.

A student may take English 101 only, but only in rare instances may a student enroll in English 102 without having had English 101. Students who wish to take the other courses in composition must have credit for at least 101. Students who wish to take this course must have made a grade of 75 or more in English 1-2, or they must have credit for English 1-2 and English 3-4. The number of students in this course is limited to thirty, and all must have the consent of the instructor.

W & E ASSOCIATE PROFESSOR MITCHELL

103-104. Composition.—This course offers further study and practice in composition to those who have done especially good work in English 1-2 and in English 3-4.

Students who enroll for this course must have the consent of the instructor, and they should have credit for both English 101 and 102;

however, a student may enroll for either semester of course 103-104 without having had English 102.

[Not offered in 1931-1932]

6 s.h.

PROFESSOR HUBBELL

105-106. Play-Writing.—The work of this course is concerned chiefly with the technique of the one-act play, though study is made also of the longer forms. Worthy plays written by students are presented by the members of the play-production course.

Open to juniors and seniors, and to sophomores approved by the Dean

of the University.

W

6 s.h.

Mr. West

119-120. History of the Theatre.—This course makes a study of the development of the theatre, methods of production, and representative plays of the various periods from the early Greeks to the present day.

Open to juniors and seniors, and to sophomores approved by the Dean

of the University.

W

6 s.h.

MR WEST

121-122. Play-Production.—This course deals with the theory and practice of producing plays. The work includes make-up, lighting, scene-design and painting, costume, directing, and stage-management. Plays are studied with a view to producing them. There is practice work both in the laboratory and in the theatre. Lectures and laboratory work.

Open to juniors and seniors, and to sophomores approved by the Dean

of the University.

W

6 s.h.

MR. WEST

123-124. Shakespeare.—All of Shakespeare's plays are read; nine are studied critically in class. 6 s.h.

W

PROFESSOR BROWN

125-126. English Literature, 1798-1832.—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. 6 s.h.

PROFESSOR WHITE

[Not offered in 1931-1932]

125-126. English Literature, 1798-1832.—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. 6 s.h.

Open to both men and women.

E

MRS. WHITE

127-128. English Literature, 1832-1900.—This course consists of a study of the prose and poetry of the period, with special emphasis on the works of Tennyson and Browning. 6 s.h.

Open to both men and women.

W

PROFESSOR GREENE

129-130. The History of the Novel in England .-- 6 s.h.

ASSISTANT PROFESSOR VANCE

131. The Drama, 1770-1892.-3 s.h.

PROFESSOR HUBBELL

132. The Drama, 1892-1928,-3 s.h.

W

PROFESSOR' HUBBELL

133. Contemporary Poetry and Verse-Writing.—Beginning with a study of the elements and technique of poetry, this course proceeds to a general survey of twentieth-century poetry, giving special attention to the various modern forms and tendencies.

No student may enroll in this course without the consent of the in-

structor: only a small number can be admitted.

W

PROFESSOR WHITE

134. Contemporary Poetry and Verse-Writing.—The work of this course consists chiefly of the writing of verse by members of the class and of criticism of the manuscripts by the class. Prerequisite, English 133.

No student may enroll in this course without the consent of the in-

structor: only a small number can be admitted.

W

3 s.h.

PROFESSOR WHITE

135-136. Critical Study of Literary Masterpieces.—The first semester is devoted mainly to the essay and related forms; the second, to other types, including narrative and lyric poetry, the novel, and the short-story. 6 s.h.

PROFESSOR BAUM

[Not offered in 1931-1932]

137-138. American Literature.—This course consists of wide reading in American prose and poetry. 6 s.h.

W & E

PROFESSOR HUBBELL

139-140. The Speaking Voice.—This course gives training in placement, pitch, range, and diction for use in professional work and in daily con-

Open to all undergraduates with the approval of the Dean of the University.

W

6 s.h. MR. WEST

142. Materials and Methods in High-School English.—Second semester. ASSISTANT PROFESSOR JORDAN

201-202. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of Beowulf. 6 s.h.

W

PROFESSOR BROWN

203-204. Chaucer .- 6 s.h.

W

PROFESSOR BAUM

205-206. Middle English.—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language.

Students may elect English 205-206 without having studied either

Anglo-Saxon or Middle English.

W

6 s.h.

PROFESSOR BAUM

207-208. English Literature. 1400-1550 -6 s.h.

W

PROFESSOR BAUM

209-210. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period, 6 s.h.

PROFESSOR BROWN

[Not offered in 1931-1932]

211. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. 3 s.h.

W

PROFESSOR GILBERT

212. English Literature, 1625-1660.—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. 3 s.h.

W

PROFESSOR GILBERT

213-214. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. 6 s.h.

W

Professor Brown

215-216. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. 6 s.h.

W

PROFESSOR GILBERT

217-218. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton.

W

PROFESSOR GILBERT

219. English Literature, 1660-1744.-3 s.h.

W

PROFESSOR WHITE

220. English Literature, 1744-1798.—3 s.h.

W

PROFESSOR WHITE

221. The Drama in England, 1640-1770.-3 s.h.

[Not offered in 1931-1932]

PROFESSOR BATIM

223-224. Studies in the Romantic Poets of the Early Nineteenth Century.— This course considers in an exhaustive manner the works of some of the Romantic poets. 6 s.h.

W

PROFESSOR WHITE

225-226. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. 6 s.h.

W

PROFESSOR CHASE

227. Literary Criticism.—A history of literary criticism to 1700. 3 s.h. W Professor Gilbert

228. Literary Criticism.—A history of literary criticism from 1700 to the present. 3 s.h.

W

PROFESSOR GILBERT

### FOR GRADUATES

301. Bibliography and Methods of Research.—M.W.~3-4:30. 3 s.h.

This course or its equivalent is required of all candidates for higher degrees in English.

W

PROFESSOR BAUM

303-304.—The Elizabethan Period.—This course considers in an exhaustive manner the works of some of the Elizabethan writers. 6 s.h.

W PROFESSOR GILBERT

305. The Early Renaissance.—A seminar in the literature and language of the early Renaissance in England and Scotland. 3 s.h.

W

PROFESSOR BAUM

307-308. American Literature.—A seminar in American literature. 6 s.h. [Not offered in 1931-1932] Professor Chase

309. Chaucer.—Special studies in the works and language of Chaucer; lectures, reports, and a thesis. 3 s.h.

W

PROFESSOR BAUM

311-312. American Literature.—The first semester is given largely to the study of Poe, Hawthorne, Emerson, and Whitman; the second, to a study of the South and the West. 6 s.h.

W

PROFESSOR HUBBELL

# ARGUMENTATION AND PUBLIC SPEAKING

FOR SOPHOMORES, JUNIORS, AND SENIORS

151. Public Speaking.— A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. 3 s.h.

When Herring

152. Argumentation.—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. 3 s.h.

W MR, HERRING

### FORESTRY

## DIRECTOR KORSTIAN AND ASSISTANT DIRECTOR MAUGHAN

The foundations for educational work in forestry are being laid by Duke University through placing the Duke Forest under intensive management for forestry purposes. The Duke Forest consists of approximately 5,000 acres of land, most of which is adjacent and easily accessible to the University campus. Situated in the lower Piedmont region, composed of second-growth shortleaf and loblolly pines and hardwoods, the Forest is representative of the various types of timber growth found throughout the region.

In developing the Duke Forest the following objectives are being

emphasized:

1. Demonstration of the various methods of timber growing, silvicultural treatment, and forest management on a practical and economic basis looking toward providing a sustained yield of forest products.

2. Development as an experimental forest for research in the prob-

lems of timber growing and in the sciences basic thereto.

3. To serve as an outdoor laboratory where field work can be carried on by forestry students and where research on special problems can be conducted by advanced students under the guidance of the forestry staff.

The Duke Forest staff will be engaged during the coming year in development of the Forest, and courses in forestry will probably not be offered before 1932-33.

# DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER; ASSISTANT PROFESSOR WILSON; DR. SHEARS; AND MR. MAXWELL

The Department of German attempts in the courses offered below to meet the needs of two classes of students, those intending to make a systematic and prolonged study of the German language and literature and those wishing to acquire a ready reading knowledge of modern German prose. The opportunity to write a great many exercises and see them carefully corrected, to take frequent dictations in German, and to hear the language spoken a part of each recitation-hour in the elementary courses ought to enable the student to understand a connected lecture in German.

German 1-2 and 3-4 are prerequisites for course 109-110 and all subsequent courses.

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

1-2. Elementary German.—Pronunciation, grammar, and translation; dictation, easy prose, and poetry. 6 s.h.

W & E PROFESSOR KRUMMEL, ASSISTANT PROFESSOR WILSON,
DR. SHEARS, AND MR. MAXWELL

**3-4.** Intermediate German.—Grammar and composition; dictation; spoken German: reading of narrative and dramatic prose. 6 s.h.

W & E PROFESSOR KRUMMEL, ASSISTANT PROFESSOR WILSON,
DR. SHEARS, AND MR. MAXWELL

107-108. Scientific German.—The translation and, as soon as possible, the reading without translation of modern scientific prose. 6 s.h.

W PROFESSOR WANNAMAKER

109-110. German Prose Fiction.—Origin and development of the German novel; reading and discussion of typical selections from representative authors of the various literary movements of the nineteenth century. Lectures and reports. 6 s.h.

[Not offered in 1931-1932]

111-112. Introduction to the Classic Drama.—Selected plays from Lessing, Schiller, Goethe, and Kleist. 6 s.h.

W ASSISTANT PROFESSOR WILSON

113-114. Masterpieces of German Prose—German Lyrics and Ballads.—Brilliant powerful prose from such geniuses as Heine, Grillparzer, and Kleist. Lyrics and ballads from one of the richest fields of German literature.

[Not offered in 1931-1932]

ASSISTANT PROFESSOR WILSON

115-116. German Drama of the Nineteenth Century.—A study of the leading dramatists from Kleist to Hauptmann. Lectures, collateral reading, and reports. 6 s.h.

V Professor Krummel

117-118. Conversational German.—Grammar-review, modern German conversation, and composition. Recommended especially for those who are majoring in German. 6 s.h.

W Professor —

119-120. Great Epochs in German Literature.—The great epochs in German literature studied through English translations. Lectures, discussions, and collateral reading. (No knowledge of German required.)

W 6 s.h.

PROFESSOR VOLLMER

121-122. Schiller.—A comprehensive study of his life, works, and philosophy. Lectures, collateral reading. 6 s.h.

E PROFESSOR VOLLMER

201-202. Goethe.—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities.

W 6 s.h.

PROFESSOR KRUMMEL

203-204. Leibnitz to Romanticism.—Eighteenth century German literature in its relation to contemporary European philosophy. Lectures. collateral reading. 6 s.h. PROFESSOR VOLUMER

[Not offered in 1931-1932]

205-206. Middle High German .- The language and literature of Germany's first classical period. Grammar and translation. First semester: Wright's Middle High German Primer, and Der arme Heinrich. Second semester: Das Nibelungenlied, Tristan und Isolde, or Parzival. 6 s.h. [Not offered in 1931-1932]

PROFESSOR VOLLMER

207-208. German Romanticism.—The entire romantic movement in Germany will be studied in its relation to European romanticism. Lectures. reading. 6 s.h.

W

PROFESSOR VOLLMER

## DEPARTMENT OF GREEK

PROFESSOR PEPPLER, ASSISTANT PROFESSOR WAY, AND MR. TRUESDALE

Courses 121-122, 141-142, and 131 are entirely in English and require no knowledge of the Greek language. The purpose in offering them is to give a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

Odd-numbered courses are offered in the first semester, even-numbered in the second semester.

All classes in the Greek department are held on the West Campus.

1-2. Course for Beginners .- 6 s.h.

W

Mr. Truesdale

Open to all students.

3-4. Xenophon.—Anabasis. Books I-IV. 6 s.h.

Mr. TRUESDALE

Open to students who offer one unit of Greek for admission and to those who have completed course 1-2.

105-106. Homer.—Iliad, Books I-VI. 6 s.h.

Assistant Professor Way Open to students who offer two units of Greek for admission and to those who have completed courses 1-2 and 3-4 or their equivalent.

107-108. Plato.—Apology, Crito, and selections, together with collateral reading in the Memorabilia of Xenophon and in the Clouds of Aristophanes. Euripides.—One play, to serve as an introduction to Greek tragedy. 6 s.h.

W ASSISTANT PROFESSOR WAY Open to students who offer three units for admission and to others who have completed the required preliminary work,

117-118. Greek Prose Composition.—The character of this course is determined by the needs of the students who elect it. 2 s.h.

W PROFESSOR PEPPLER

121-122. Greek Literature in English Translations.—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all juniors and seniors, whether they know Greek or not. First, the Iliad and the Odyssey are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Mycenean age; then, many of the extant plays of the three great tragic poets are studied in English translations. 6 s.h.

W Professor Peppler

The student may elect course 122, whether or not he has taken course 121.

141-142. Greek Art.—Illustrated lectures, study of the textbook, and other assigned reading. For the sake of historical perspective, a cursory account of art in the Stone Ages and in Egypt and Mesopotamia is given at the beginning of the course; then, some time is devoted to the art of prehistoric Greece. The principal objects of study are the sculpture and architecture of classic Greece. No knowledge of Greek is required. Open as an elective to juniors and seniors. 6 s.h.

W Assistant Professor Way

Greek 131—Latin 132—Ancient History.—First semester: History of Greece with brief introduction dealing with Oriental nations. Second semester: History of Rome. May be counted for credit either as Greek or as Latin or as History. Required of Greek majors. 6 s.h.

W Professor Anderson

### FOR SENIORS AND GRADUATES

201-202. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. 6 s.h.

W Professor Peppler

203-204. Homer.—Odyssey. Pindar and Bacchylides. 6 s.h.

W Professor Peppler

205-206. Greek Historians.—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. 6 s.h.

W PROFESSOR PEPPLER

207-208. Greek Orators.—Selected speeches. 6 s.h.

W Professor Peppler

209-210. Plato.—Symposium, Phaedo, and parts of the Republic. 6 s.h. W Professor Perpler

Only one of the five courses for seniors and graduates, listed above is offered in any one year.

243. Greek Archaeology.—The topography and monuments of Athens are studied, and other matters supplementary to course 141-142 are presented. Course 243 is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Course 141-142 is prerequisite. 3 s.h.

W

ASSISTANT PROFESSOR WAY

[Not offered in 1931-1932]

244. Greek Epigraphy.—The history of the alphabet is studied, and extensive practice is afforded in reading inscriptional texts in the original characters. The various local peculiarities are carefully differentiated with the aid of facsimile reproductions. 3 s.h.

W

Assistant Professor Way

[Not offered in 1931-1932]

245. Greek Dialects.—Select transliterated inscriptions, illustrative of the major Greek dialects, are read and discussed with a view to developing a facility in reading original sources. On the philological side, an effort is made to trace the origin of the various dialectal forms from those of pre-ethnic Greek and to relate them, so far as possible, to the history of the language. 3 s.h.

W

ASSISTANT PROFESSOR WAY

246. Greek Historical Inscriptions.—The more valuable historical inscriptions are read in chronological order, and their subject-matter carefully studied and interpreted in their general bearing upon the course of Greek history. In special instances, emphasis is laid upon the relation of inscriptional sources to literary sources. Course 131 is prerequisite.

W

Assistant Professor Way

Graduates of this University may attend the American School of Classical Studies at Athens, Greece, without charge for tuition, and are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology and one in the language, literature, and history of ancient Greece, each with a stipend of \$1400, that are awarded mainly on the basis of examinations held in the beginning of March of each year.

### DEPARTMENT OF HISTORY

PROFESSORS BOYD, LAPRADE, AND RIPPY; ASSOCIATE PROFESSORS SHRYOCK, CARROLL,\* AND BALDWIN; ASSISTANT PROFESSORS NELSON, AND MACKAY; DRS. LANNING, MANCHESTER, AND WOODY; MESSRS.

MCCLOY, PARKS, AND MABRY

The courses in history are designed (1) to give a comprehensive survey of modern European and American history; (2) to provide for a more detailed study of certain phases of English, American, and His-

Absent on leave, 1931-32.

panic-American development; (3) to give some knowledge of the problems and resources of the general reader and the teacher of history.

Course 1-2 is a prerequisite for all other courses, and one course in addition is required of all who wish to elect course 204; courses 9 and 91 are prerequisite for courses 113, 114, 119, 120. Sophomores who took only one semester of course 1-2 in the freshman year may be admitted to courses 9 and 91 or 16 provided they made a grade of 85 or above on the semester taken. Courses offered for seniors and graduates are limited to twenty-five students; juniors may not elect them without special permission from the department and the Council on Graduate Instruction.

Courses are offered throughout the year unless otherwise specified.

# FOR FRESHMEN AND SOPHOMORES

1-2. Modern and Contemporaneous Europe.—In this course the development of modern Europe since the middle of the century is traced with special reference to the rise of nationality, the Industrial Revolution, scientific thought, domestic politics in the leading states, colonial expansion, diplomacy, and the World War. 6 s.h.

Associate Professors Carroll and Baldwin; Assistant Professors
Nelson and Mackay; Drs. Lanning, Manchester, and
W & E Woody; Messrs. McCloy, Parks, and Mabry

## PRIMARILY FOR SOPHOMORES AND JUNIORS

9. Political and Social History of the United States to 1800.—A general survey of the development of the United States in which effort is made to place the proper emphasis on underlying economic or other causes of political and social progress. Required readings in the Yale Chronicles of America with the presentation of book reviews and one research paper. First semester. 3 s.h.

W & E PROFESSOR RIPPY, ASSOCIATE PROFESSOR SHRYOCK, AND DRS. LANNING, MANCHESTER, AND WOODY

91. Political and Social History of the United States, 1800 to 1860.—This course completes the work begun in 9. Second semester. 3 s.h.

W & E PROFESSOR RIPPY, ASSOCIATE PROFESSOR SHRYOCK, AND DRS. LANNING, MANCHESTER, AND WOODY

Note: In courses 9 and 91 no texts are required, but each student pays a class fee of \$3.00 per semester with which all books to be read are purchased and placed in the libraries. This fee is collected through the Treasurer's office.

16. The Development of Modern Europe.—This course is designed as a guide to the study of the forces that have produced Europe as it is today, starting with the Renaissance and the Reformation. 6 s.h.

This course is not open to students who take course 101-102.

W Mr. McCloy

### FOR TUNIORS AND SENIORS

101-102. Western European Civilization.—This course is a study of the development in Western Europe of the familiar institutions and culture of modern society. 6 s.h.

Sophomores who made an average grade of 85 or more on course 1-2 may also be admitted to this course. It is not open to those who have had or are taking course 16.

W

ASSISTANT PROFESSOR MACKAY

113. History of the United States since 1860.—A continuation of courses 9 and 91. The Civil War and its results, the evolution of reconstruction policies, cultural, political, and economic development since 1876, the World War, and post-bellum problems. First semester. 3 s.h.. Prerequisites, courses 9 and 91.

W

Dr. Lanning

114. History of the United States' Foreign Policy.—This course traces the history of American Diplomacy since 1789. Second semester. 3 s.h. Prerequisites, courses 9 and 91.

W

PROFESSOR RIPPY

Ancient History.—Greek 131—Latin 132.—See Department of Latin and Roman Studies.

W

119. Social and Economic History of the American People.—Particular attention is given to the relationship between economic forces and such phases of social life as the family, morals and customs, immigration, crime and punishment, amusements, public opinion, and public health.

Prerequisites, courses 9 and 91.

6 s.h.

W

ASSOCIATE PROFESSOR SHRYOCK

120. The Church in American History.—Among the subjects considered are the relation of theology and church government to political theory and practice, the social and political results of the Great Awakening and of ecclesiastical controversies, the part played by the Church in the American Revolution and in the making of state constitutions, in education, westward expansion, in the reform movements of the nineteenth century, labor controversies, the Civil and World Wars, and internationalism. 6 s.h. Prerequisites, courses 9 and 91.

E

Associate Professor Baldwin

124. English History.—A survey of transitions in the political institutions and social development from the Norman Conquest to the present.

W

6 s.h.

PROFESSOR LAPRADE

#### FOR SENIORS AND GRADUATES

203. The Union, Confederacy, and Reconstruction.—The subjects considered are the rise of secession, the constitutional and economic problems

of the Union and Confederacy, and the political and economic adjustments during reconstruction. First semester. 3 s.h.

W

PROFESSOR BOYD

204. English Constitutional History.—After a brief review of the Anglo-Saxon period, a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of the British government as it exists today. 6 s.h.

W

PROFESSOR LAPRADE

[Not offered in 1931-1932]

210. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. 6 s.h.

W

PROFESSOR BOYD

[Not offered in 1931-1932]

212. The Teaching of History and Civics (Education 226).—This course consists of informal discussions, based upon collateral reading and observation work of such topics as aims, tests for values, the social studies curriculum, class-room procedure, and course and lesson planning. The class is limited in numbers to fifteen, admission being made only after consultation with the instructor, preferably during the preceding spring. Only such seniors are admitted as are thinking seriously of teaching history in the high schools, who have taken at least eighteen hours of history in college, and who expect to qualify for a North Carolina Grade A teaching certificate. These qualifications, however, do not necessarily apply to graduate students, who may be admitted upon consultation with the instructor at the beginning of the fall term. 3 s.h.

W

ASSOCIATE PROFESSOR SHRYOCK

217. Europe since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. 6 s.h.

[Not offered in 1931-1932]

Associate Professor Carroll

218. The History of the European Proletariate.—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom; the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century; the results of the Industrial Revolution; and labor movements and theories during the nineteenth and twentieth centuries. 6 s.h.

W

ASSOCIATE PROFESSOR CARROLL

[Not offered in 1931-1932]

222. Early Modern History.—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. 6 s.h.

W

ASSISTANT PROFESSOR NELSON

223. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical, and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy, and art, in the period 300-1300 A.D. 6 s.h.

W

ASSISTANT PROFESSOR MACKAY

230. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. Second semester. 3 s.h.

W

PROFESSOR BOYD

231. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. First semester, 3 s.h.

W

PROFESSOR RIPPY

232. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. Second semester. 3 s.h.

W

DR. LANNING

# DEPARTMENT OF LATIN AND ROMAN STUDIES

PROFESSORS ROSBOROUGH AND ANDERSON; ASSISTANT PROFESSOR GATES; AND MR. POWERS

Work is offered in several branches of Roman Studies: Latin Language and Literature, Roman Art and Archaeology, Ancient History, Roman Law. Students who present for entrance less than the four standard units of high-school Latin may make up the deficiency by taking the requisite courses from Latin 1-2, 3-4, 19. These courses are more comprehensive than the high-school courses of which they might seem the equivalent, and are by no means designed to supplant the teaching of Latin in the high school.

Major: A minimum of thirty-four semester-hours which must include Latin 11, 12, 13, 14, 15-16, 17-18 or 19, 132, Greek 131, the balance to be made up from courses numbered above 100. In a teaching-major Latin 109 must be included.

Odd-numbered courses come the first semester, even-numbered the second. except 19. Roman Law.

# FOR ALL STUDENTS, PRIMARILY FOR FRESHMEN AND SOPHOMORES

1-2. Introductory Course.—Elementary Latin and Reading of Easy Prose.—First semester: Forms, pronunciation, vocabulary, constructions, derivatives. Second semester: Continuous prose reading and translation, with continued emphasis on grammar and forms. Those who present only one unit of Latin for entrance must, unless excused by the department, attend the course from the beginning, but will receive credit for the second semester's work only. Those who satisfy the entrance requirement in foreign language by presenting four units of languages other than Latin may count the course for college credit upon completion of Latin 3 and 4. or Latin 3 and 19. 6 s.h.

W

Mr. Powers

3. Cicero's Orations.—Four orations including the Manilian Law and Archias, with some attention to prose composition. Prerequisite, two units of entrance Latin or Latin 1-2. The class meets five hours a week.

W

5 s.h. Mr. Powers

- 4. Vergil's Aeneid.—Selections from books I-VI, to the amount of four books, will be read and translated, due attention being paid to prosody. Prerequisites, three entrance units and either Latin 17 taken in the semester preceding admission to the course or attendance without credit on course 3 for review. The class meets five hours a week. 5 s.h.

  When Powers
- 19. Roman Law.—An introduction to some of the more interesting and instructive principles and institutions of Roman Law in the original Latin sources. Prerequisite, Latin 3 or its equivalent. Students must consult the instructor before registering for the course. 3 s.h.

W-Second semester.

PROFESSOR ROSBOROUGH

11. Terence.—Three comedies will be read. Prerequisite, four units of entrance Latin, or Latin 3-4, or Latin 3 and 19. 3 s.h.

W&E

THE STAFF

12. Horace.—Odes and Epodes. 3 s.h. W & E

THE STAFF

13. Sallust and Tacitus.—The Jugurtha of Sallust, the Agricola and the Germania of Tacitus. Prerequisites, Latin 11 and 12. 3 s.h.

W Professor Rosborough

14. Catullus.—Most of the poems will be read, and Catullus's influence on certain ancient and modern poets will be discussed. 3 s.h.

W Professor Rosborough or Assistant Professor Gates

15-16. Latin Composition.—Prerequisite or concurrent, Latin 11 and 12. One hour throughout the year. 2 s.h.

W & E

MR. POWERS

17. Sight Reading in Classical Latin.—One period of an hour and a half per week through the first semester. Recommended to students entering with three units of Latin as preparation for beginning Vergil the second semester. No outside preparation required. 1 s.h.

W & F.

THE STAFF

18. Sight Reading in Mediaeval Latin.—One period of an hour and a half per week through the second semester. Prerequisite, Latin 11 or 12 or 17. No outside preparation required. 1 s.h.

W & E

THE STAFF

# FOR TUNIORS AND SENIORS

101. Tacitus and Suetonius.—Selections from Books I-VI of the Annales of Tacitus with parallel readings in Suetonius's biography of Tiberius offer much interesting subject matter and at the same time present two important Roman conceptions of history and the historian's task. 3 s.h.

W&E

PROFESSOR ROSBOROUGH

102. Juvenal and Persius.—Juvenal's literary satire will form the basis of the course, and several satires of Persius will be read for comparison.

W & E.

3 s.h.

PROFESSOR ROSBOROUGH

- 103. The Roman Elegiac Poets.—[Not offered in 1931-1932]
- 104. The Satires and Epistles of Horace.—[Not offered in 1931-1932]
- 105. The Roman Epigram. [Not offered in 1931-1932]
- 106. Letters of Pliny the Younger. [Not offered in 1931-1932]
- 107. Livy: Ab Urbe Condita.—Books I, XXI, and XXII entire. 3 s.h. W & E ASSISTANT PROFESSOR GATES
- 108. Cicero's Letters.—A considerable amount of the interesting and important correspondence of Cicero will be read. 3 s.h.

W & E Assistant Professor Gates

109. Materials and Methods. - [To be offered again in 1932-1933]

## COURSES OF GENERAL INTEREST

111-112. Latin Literature in English Translation.—[Not offered in 1931-1932]

113-114. Roman Civilization. [Not offered in 1931-1932]

Greek 131—Latin 132—Ancient History.—First semester: History of Greece with a brief introduction on Oriental nations. Second semester: History of Rome. May be counted for credit as history, Greek, or Latin, but carries no language credit. 6 s.h.

W

PROFESSOR ANDERSON

- 215. Introduction to Roman Archaeology and Art.—[Not offered in 1931-1932]
- 216. Topography and Monuments of Ancient Rome.—[Not offered in 1931-1932]

FOR SENIORS AND GRADUATES

201. Roman Fiction. [Not offered in 1931-1932]

202. Early Latin Christianity.—[Not offered in 1931-1932]

203-204. Epic Poetry.--[Not offered in 1931-1932]

205-206. Roman Dramatic Literature.—Select Comedies of Plautus and Terence; select Tragedies of Seneca. A rapid reading course throughout the year. 6 s.h.

W & E PROFESSOR ANDERSON OR ASSISTANT PROFESSOR GATES

207-208. Roman Philosophy.—Lucretius: De Rerum Natura; selected readings from the philosophical works of Cicero and Seneca. 6 s.h.

W & E PROFESSOR ANDERSON OR ASSISTANT PROFESSOR GATES

209-210. Vulgar Latin and Introduction to Romance Philology.—[Not offered in 1931-1932]

For courses for graduates see the announcement of the Graduate School.

## DEPARTMENT OF MATHEMATICS

PFOFESSORS FLOWERS, MARKHAM, RANKIN, AND ELLIOTT; ASSISTANT PRO-FESSORS PATTERSON, ALDRIDGE, HICKSON, MILES, THOMAS, AND DALE; MESSRS. ARNOLD, DRESSEL, AND GREENWOOD; AND ASSISTANTS

Courses 1 and 2 normally make up the six hours of required work in mathematics. However, if a student has had a thorough course in advanced algebra, or a course in trigonometry, he should obtain permission from the department to substitute more appropriate courses in mathematics. A student preferring a unified course in elementary mathematics to the traditional plan of studying the elementary subjects separately should, by permission of the department, take course 3 instead of courses 1 and 2. A student who is interested in mathematics to the extent that he probably may take it as a major should, by permission of the department, take course 10 if his schedule permits. If a student has had sufficient preparation, he should obtain permission from the department to take course 5.

Major: Courses 5, 25, and 30, and twelve additional semester-hours form a minimum requirement for a major. Mathematics majors should take their required foreign language in French and German, and are strongly advised to take some work in physics or philosophy. A student should consult the department for particulars regarding honors work in mathematics.

Unless otherwise specified, odd-numbered courses are offered the first semester and even-numbered courses the second semester.

STAFF

1. College Algebra .- Each semester. 3 s.h.

This course normally is required of all students. Students found deficient in elementary algebra may be required to review this before registering for course 1.

W & E

2. Plane Trigonometry.—Each semester. 3 s.h.

W-Fall semester. W & E-Spring semester. STAFF

Prerequisite, except by special permission of the department, course 1. Course 2 normally is required of all students.

3. Elementary Mathematical Analysis.—A unified course treating elementary topics in mathematics. With permission from the department this course may be substituted for courses 1 and 2. 6 s.h.

W & E STAFF

5. Plane Analytic Geometry.—Each semester. 3 s.h.

W & F

Prerequisite, course 2.

STAFF

10. Engineering Mathematics.—This course, given for engineering freshmen and other students who desire to take more than 6 hours of mathematics in their freshman year, includes college algebra, plane trigonometry, and plane analytic geometry. 10 s.h.

E Assistant Professor Patterson

11. Engineering Mathematics.—This course is given for engineering freshmen who do not qualify to take mathematics 10. See Department of Engineering. 12 s.h.

E Assistant Professor Patterson

16. Solid Geometry.—Given second semester on sufficient demand. 3 s.h.
W
STAFF

This course carries elective credit only.

21. Mathematics of Investment.—An elementary course dealing with simple and compound interest, annuities certain, amortization, sinking funds, depreciation, evaluation of bonds, and life insurance. 3 s.h.

W ASSISTANT PROFESSOR HICKSON
Prerequisites courses 1 and 2. This course carries electing credit only

Prerequisites, courses 1 and 2. This course carries elective credit only.

25. Differential Calculus .- Each semester. 4 s.h.

Prerequisite, course 5.

W&E

STAFF

30. Integral Calculus.—Each semester. 4 s.h.

W-Fall semester. W & E-Spring semester.

STAFF

Prerequisites, courses 5 and 25.

201. History of Mathematics.—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigconometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. 3 s.h.

W Professor Rankin

Prerequisite, course 30.

204. Teaching of Mathematics.\*—This course is designed primarily for those who intend to teach high-school and college mathematics. It deals with the recent changes in methods of studying mathematics. 3 s.h.

PROFESSOR RANKIN

Prerequisite, course 30.

225. Theory of Equations and Determinants .- 3 s.h.

ASSISTANT PROFESSOR DALE

Prerequisite, course 25.

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. 3 s.h.

W

PROFESSOR FILIOTT

Prerequisite, course 30.

235. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. Either semester. 3 s.h.

W Prerequisite, course 25. ASSISTANT PROFESSOR THOMAS

239-240. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. 6 s.h.

W

PROFESSOR ELLIOTT

Prerequisite, course 30.

250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high-school geometry. 3 s.h.

PROFESSOR RANKIN

Prerequisite, course 25.

255-256. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coordinates with application to projective geometry. Study of different types of collineations. 6 s.h.

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 25.

259-260. Analytic Geometry of Space.—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. 6 s.h.

W

PROFESSOR ELLIOTT

Prerequisite, course 25.

<sup>\*</sup> This course carries graduate credit only for students whose major subject is Education.

275. Probability.—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. 3 s.h.

W

ASSISTANT PROFESSOR MILES

Prerequisite, course 30.

276. Probability.—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, applications. 3 s.h.

W

ASSISTANT PROFESSOR MILES

280. Fourier's Series and Spherical Harmonics.—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. Either semester. 3 s.h.

W

ASSISTANT PROFESSOR DALE

Prerequisite, course 30.

281. Elementary Potential Theory.—Fields of force; Newtonian potentials due to volume and to surface distributions. Primarily for students who are interested in mathematical physics. 3 s.h.

W

ASSISTANT PROFESSOR MILES

Prerequisite, course 30.

284. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. 3 s.h.

W

PROFESSOR ELLIOTT

Prerequisite, course 30.

# DEPARTMENT OF PHILOSOPHY

PROFESSORS WIDGERY, CRANFORD, AND GILBERT

101-102. Introduction to Philosophy.—This course is intended to acquaint the student with the nature of philosophical problems and to show how they arise in the mind of the individual. Lectures, assigned readings with reports. 6 s.h.

W

E.

PROFESSOR CRANFORD PROFESSOR GILBERT

(Not open to freshmen.)

107. An Outline History of Science.—A review of the origin and development of the modern sciences. A general history of scientific method, of the achievement by mankind of analytical and experimental ways of thinking. Two lectures and one discussion hour. 3 s.h.

W

PROFESSOR -

201-202. The Philosophy of Art.—Study of the various phases of the aesthetic experience and forms of beauty with analysis of examples. Particular attention will be given to recent writers on aesthetics. Lectures, discussion, and reports. 6 s.h.

E

PROFESSOR GILBERT

203-204. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct, approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue, and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's The World of Values. 3 s.h.

W

PROFESSOR CRANFORD

205-206. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. 6 s.h.

[Not offered in 1931-1932]

PROFESSOR WIDGERY

207-208. Political Philosophy.—6 s.h.

[Not offered in 1931-1932]

Professor -

209-210. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, reports. 6 s.h.

W Professor Widgery

211-212. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of the nineteenth century. Lectures, study of texts, reports. 6 s.h.

W

PROFESSOR WIDGERY

213-214. History of Aesthetic.—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. 6 s.h.

E

PROFESSOR GILBERT

215-216. Contemporary Philosophy.—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discussions, and reports. 6 s.h.

[Not offered in 1931-1932]

PROFESSOR WIDGERY

221. Spinoza.—Detailed study of Spinoza's works showing the development of his own thought and his relation to his contemporaries. Lectures and reports. 3 s.h.

W

PROFESSOR GILBERT

223. Idealism and Rationalism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealitic thinking. Lectures and assigned readings with reports. 6 s.h.

W

PROFESSOR CRANFORD

225. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook, Text used: Smyth's Christian Ethics. 3 s.h.

W PROFESSOR CRANFORD

# DEPARTMENT OF PHYSICS

PROFESSORS EDWARDS AND HATLEY; ASSISTANT PROFESSORS COLLINS AND NIELSEN; DR. CONSTANT, MR. CARPENTER; AND ASSISTANTS

The first course in physics deals largely with those fundamental facts and theories concerning the physical universe that are supposed to be of interest to every intelligent man, and the matter presented is within the

comprehension of every college student.

The courses in physics after the first year are designed to meet the needs of three classes of students: (1) those desiring to specialize in physics with a view to work in teaching or investigation; (2) those intending to pursue the study of medicine, biology, or chemistry; (3) those looking forward to the study of engineering. The work of the first year is designed to lay a broad foundation for subsequent study.

Odd-numbered courses are offered in the first semester, even-num-

bered courses in the second semester.

1-2. General Physics.—This course stresses neither mathematical processes nor exact measurements. It traces historically and experimentally the development of great principles. The class is divided into four groups according to the ability of the students as judged by various tests. For the purpose of laboratory instruction, the entire class is divided into fifteen sections. Three hours recitations and two hours laboratory.

W & F.

PROFESSOR EDWARDS, MR. CARPENTER
AND ASSISTANTS

- 3-4. Physics for Engineers.—A course in general physics which gives special emphasis to engineering problems. Open to sophomores who have completed trigonometry. Four hours recitation E and three hours laboratory W. 10 s.h.

  PROFESSOR HATLEY AND ASSISTANT

  PROFESSOR COLLINS
- 5-6. Household Physics.—A course designed primarily to meet the requirements in physics for students preparing to specialize in domestic science. The course is based on Whitman's Physics of the Household.

  E. 3 a.h.

Assistant Professor

7-8. Teacher's Physics.—This course is designed primarily for those intending to teach physics in secondary schools. Enough advanced theory is covered to give some perspective, but special emphasis is placed on a study of method, every-day application of principles, construction of apparatus, the mounting of classroom experiments, and on general laboratory technique. 6 s.h.

W

Assistant Professor -

Prerequisite, course 1-2 or its equivalent.

If less than ten students elect any one of the four preceding courses, it will not be offered.

51-52. Laboratory Physics.—In this course students are taught methods of exact observation and measurement in mechanics, heat, sound, light, and electricity. 1 to 3 s.h.

W

ASSISTANT PROFESSOR COLLINS

53. Electricity.—A lecture course which covers the fundamental principles of electricity and magnetism in a more complete and advanced manner than is possible in Physics 1. 3 s.h.

W

PROFESSOR EDWARDS

Prerequisite, course 1-2 or its equivalent.

54. Physical Optics and Elementary Atomic Physics.—A lecture course covering the fundamental principles of physical optics and the physics of the atom. 3 s.h.

W

PROFESSOR EDWARDS

Prerequisite, course 1-2 or its equivalent.

55. Mechanics.—This course covers in a thorough way the more advanced phases of mechanics, which do not require the use of the calculus. Course 1-2, or its equivalent, and a knowledge of trigonometry are pre-requisites to this course. 3 s.h.

W

ASSISTANT PROFESSOR COLLINS

56. Heat.—A semester course covering the principles of heat. This course is a preparation for advanced courses in Physical Chemistry and Thermodynamics. Course 1-2, or its equivalent, and a knowledge of trigonometry are prerequisites to this course. 3 s.h.

W

ASSISTANT PROFESSOR COLLINS

57-58. Physics Problems.—First or second semester; each one, two, or three hours. Total possible credit, three hours.

W

ASSISTANT PROFESSOR NIELSEN

102. Electrical Measurements.—This course is intended as a general elective for students in electrical engineering and physics. A fundamental course in electrical engineering, or course 207, or course 53 is a prerequisite. One recitation and two three-hour laboratory periods per week. 1 to 3 s.h.

W

ASSISTANT PROFESSOR NIELSEN

The following courses are arranged primarily for senior students but they are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester-hours in physics are presumed in all of the following courses.

201-202. Principles of Radio Transmission and Reception.—A course covering the general theory of wave propagation and including a study of inductance capacity, induction coils, oscillatory discharge, high-frequency generators and transformers, and the various methods of detecting electromagnetic waves. 6 s.h.

W ASSISTANT PROFESSOR COLLINS

Prerequisite, course 207 or its equivalent.

203-204. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics; kinetics of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. 6 s.h.

W

ASSISTANT PROFESSOR COLLINS

205. Physical Optics.—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The laboratory work is based on Taylor's Advanced Optics. Two lectures and one three-hour laboratory period per week. 3 s.h.

W

PROFESSOR HATLEY

206. Modern Physics.—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. 3 s.h.

W

PROFESSOR HATLEY

207-208. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's Electricity and Magnetism is used as a basis of the lectures. Three lectures per week, throughout the year. 6 s.h.

w

Dr. Constant

209. Thermodynamics.—Thermodynamics is the science on which the physico-chemical sciences are based. This introductory course deals with basic principles freed from all unnecessary complications. Hence it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies.

W

PROFESSOR EDWARDS

[Offered in alternate years with course 207-208.]

211-212. History of Physics.—A rapid review of the fundamental laws of physics developed from the historical point of view. First or second semester. 2 s.h.

W

PROFESSOR EDWARDS

# DEPARTMENT OF PSYCHOLOGY

PROFESSOR MCDOUGALL; ASSOCIATE PROFESSOR LUNDHOLM; AND ASSISTANT PROFESSORS ZENER, RHINE, AND ADAMS

101. Introduction to Psychology: General Principles.—Lectures, demonstrations, prescribed readings, and reports. 3 s.h.

W & E

Professor McDougall

This course will be given on the East Campus also, provided there is sufficient demand for it.

102. Introduction to Psychology: Experimental and Applied.—A demonstrational introduction to the method and results of experimental and applied psychology. 3 s.h.

W

ASSISTANT PROFESSOR ZENER

201. Social Psychology.—Lectures, readings, and reports. 3 s.h.

W

PROFESSOR McDougall

213. Abnormal Psychology.—Lectures, demonstrations, readings, and reports. 3 s.h.

W

ASSOCIATE PROFESSOR LUNDHOLM

- 203. Psychology of Aesthetics.—Lectures, readings, and reports. 3 s.h. W Associate Professor Lundholm
- 205. Psychology of Reasoning.—Lectures, readings, and reports. 3 s.h. W  $\text{Assistant Professor } R_{\textbf{HINE}}$
- 206. Psychology of Character and Conduct.—Lectures, readings, and reports. 3 s.h.

W

ASSISTANT PROFESSOR RHINE

207. Advanced Laboratory Psychology.—Laboratory technique and individual problems. 3 s.h.

W

ASSISTANT PROFESSOR ZENER

208. Neurological Foundations of Psychology.-4 s.h.

Lectures and demonstrations.

337

ASSISTANT PROFESSOR ZENER

209A. Advanced Experimental Psychology.-3 s.h.

Lectures and readings.

Tir

Assistant Professor Zener

210. Physiological Psychology.—Lectures, laboratory, and special problems. 4 s.h.

W

ASSISTANT PROFESSOR ZENER

[Not offered in 1931-1932]

211. Psychology of Personality .--

W

ASSISTANT PROFESSOR RHINE

[Not offered in 1931-1932]

212. History and Critical Survey of Psychical Research .--

w

Assistant Professor Rhine

[Not offered in 1931-1932]

214. Introduction to Research in Abnormal Psychology.—Laboratory work and reading. 4 s.h.

ASSOCIATE PROFESSOR LUNDHOLM

216. Schools of Abnormal Psychology Seminar .- 3 s.h.

Associate Professor Lundholm

# DEPARTMENT OF RELIGION

PROFESSORS RUSSELL, SPENCE, CANNON, ORMOND, BRANSCOMB, MYERS,
GARBER, GODBEY, HICKMAN, ROWE, VIETH, AND SMITH; AND
MRS. SPENCE AND DR. CRUM

The Department of Religion is divided into several sub-divisions. The purpose is to offer courses through which the college student, especially one looking forward to some form of Christian work, may secure a general view of the field of religion, both in theoretical and in practical phases. The prerequisite to all courses in religion is a year's course in the English Bible; all other courses are elective.

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

1-2. Biblical Literature.—This course gives a general survey of the entire Bible. It is required of all students by the end of the sophomore year, except those in Group IV, and of them before graduation. 6 s.h.

PROFESSORS MYERS, SPENCE, ORMOND, ROWE; AND MRS. SPENCE AND DR. CRUM

[Note: On consent of the instructors, sophomores may be admitted to courses 103, 104, 131, 161, 162.]

103. The Prophets of the Old Testament.—A general study of the history and nature of Hebrew prophecy; a detailed study of the message of the outstanding pre-exilic literary prophets. 3 s.h.

W

W&E

PROFESSOR MYERS

104. The History and Religion of the Jews to the Roman Period.—Based upon exilic and post-exilic prophecy, wisdom literature, and the earlier apocalypses. 3 s.h.

W

PROFESSOR MYERS

131-132. American Christianity.—The aim of this course is to trace the growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America. Prerequisite, History 1-2 or its equivalent. 6 s.h.

W

PROFESSOR GARBER

[Not offered in 1931-1932]

161. Introduction to Religious Education.—Designed to give the student some acquaintance with the tools and methods of modern religious education, the meaning and significance of scientific procedure, and the psychology of learning as it relates to this field. 3 s.h.

w

156

PROFESSOR SPENCE

162. Age-Group Characteristics.—A study of the different periods of human life with a view to determining the needs and interests of the pupil at each given stage. 3 s.h.

w

PROFESSOR SPENCE

201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. 6 s.h.

W

PROFESSOR GODBEY

203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting.

W 6 s.h.

Professor Russell

211-212. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. 6 s.h.

W

PROFESSOR BRANSCOMB

213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. 6 s.h.

W

PROFESSOR BRANSCOMB

215. The Life of Jesus.—An attempt to discover the consciousness, purpose, and significance of Jesus as set forth in the Synoptic record. 3 s.h. W

[Not offered in 1931-1932]

216. The Teaching of Jesus.—An interpretation of the teaching of Jesus, based upon the Synoptics, Matthew receiving principal consideration. 3 s.h.

W

PROFESSOR MYERS

217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. 3 s.h.

W

PROFESSOR BRANSCOMB

218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. 3 s.h.

W

PROFESSOR RUSSELL

219. Life of Paul.—A study of Paul's life on the basis of Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world.

W

V

Professor Myers

- 233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. 3 s.h.

  W PROFESSOR GARBER
- 234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. 3 s.h.

W

PROFESSOR GARBER

251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. 3 s.h.

W

PROFESSOR ORMOND

252. Rural Church Administration.—This course deals with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. 3 s.h.

W

PROFESSOR ORMOND

261. Administration and Supervision of Religious Education.—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. 3 s.h.

W

PROFESSOR VIETH

262. Surveys, Tests, and Measurements.—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. 3 s.h.

W

PROFESSOR ----

- 263. Types and Technique of Religious Teaching.—The course attempts to give a clear conception of the principles of religious teaching and of analysis and criticism of the various types of teaching technique. Special attention given to the project method and group discussion. 3 s.h.

  W PROFESSOR SPENCE
- 265. Curriculum of Religious Education.—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. 3 s.h.

W

PROFESSOR VIETH

266. Religious Drama.—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. 3 s.h.

W

PROFESSOR SPENCE

267. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. 3 s.h.

W [Not offered in 1931-1932] PROFESSOR SPENCE

268. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. 3 s.h.

17.7

PROFESSOR SPENCE

[Not offered in 1931-1932]

269. Principles and Program of Character Education.—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. 3 s.h.

W

Professor ----

270. Religious Education in the Home.—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. 3 s.h.

w

PROFESSOR -

271. Research in Religious Education.—For advanced students and especially those majoring in religious education. Offers direction in the use of various techniques and methods for both field and library investigations. (All professors in the department are available for special counsel.) 3 s.h.

W

PROFESSOR -

272. Philosophy of Religious Education.—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, course 261. 3 s.h.

W

PROFESSOR VIETH

273. Curriculum Construction.—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. 3 s.h.

W

PROFESSOR SPENCE

[Not offered in 1931-1932]

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. 3 s.h.

W

PROFESSOR HICKMAN

- 276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, course 275 or its equivalent. 3 s.h. W
- 281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. 3 s.h.

W

PROFESSOR CANNON

282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. 3 s.h.

W

PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of Northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. 3 s.h.

W

PROFESSOR CANNON

284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. 3 s.h.

W

PROFESSOR CANNON

# DEPARTMENT OF ROMANCE LANGUAGES

PROFESSORS WEBB, COWPER, AND JORDAN; ASSISTANT PROFESSORS YOUNG AND WALTON; MR. STEINHAUSER, MR. BRIDGERS, MR. DAVIS, AND MR. QUYNN; MISS BREWER, MISS GILLESPIE, AND MR. HERDMAN

The elementary and introductory courses in French are for the general student and seek to impart a reading knowledge of standard French. Courses 107 and 217 offer systematic training in the French language. They prepare for university courses where French is used in class, for foreign study, and for teaching French. Course 218 is a materials-and-methods course treating the reading material of the second-year school course. The literary courses are devoted to the systematic study of classical and modern French literature. Advanced students are offered an introductory course in Old French philology and literature.

The first two courses in Spanish are for the general student. They are designed to give a reading knowledge and a sound beginning in the use of the language. The remaining courses afford the opportunity to

continue the study of the Spanish language and of Spanish and Spanish-American literature through the remaining two years of the college course

An intensive course in Italian is offered to well-qualified language students.

Owing to the large number of applicants for enrollment in the elementary French and Spanish courses, it is necessary to limit the number admitted. Students are admitted into each section in the order of application until the established maximum is reached.

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

### FRENCH

FOR ALL STUDENTS, PRIMARILY FOR FRESHMEN AND SOPHOMORES

1. Elementary French.—Pronunciation, grammar to include regular verb forms and common irregular verb forms, translation. 3 s.h.

Assistant Professors Young and Walton; Mr. Bridgers, Mr. Davis, and Mr. Quynn

Sections 1 and 2—East Campus. Sections 3, 4, 5, 6—West Campus.

2. Elementary French.—Completion of the irregular verb, composition, dictation, and translation of simple French. 3 s.h.

Assistant Professors Young and Walton; Mr. Bridgers, Mr. Davis, and Mr. Quynn

Sections 1 and 2—East Campus. Sections 3, 4, 5, 6—West Campus.

3. French Prose.—Grammar review, dictation, composition, reading, and translation of selected works of modern French authors. 3 s.h.

PROFESSORS WEBB, COWPER, AND JORDAN; ASSISTANT PROFESSOR WALTON; MR. BRIDGERS, MR. DAVIS, AND MR. QUYNN

Prerequisites, French 1 and 2, or two years of high-school French. Sections 1, 2, 3—East Campus. Sections 4, 5, 6, 7, 8, 9—West Campus.

4. French Prose.—Dictation, composition, reading, and translation of selected works of modern French authors. 3 s.h.

PROFESSORS WEBB, COWPER, AND JORDAN; ASSISTANT PROFESSOR WALTON; MR. BRIDGERS, MR. DAVIS, AND MR. QUYNN

Prerequisites, French 1 and 2, or two years of high-school French. Sections 1, 2, 3—East Campus. Sections 4, 5, 6, 7, 8, 9—West Campus.

5. Introductory Survey of French Literature from 1636.—Selected works of Corneille, Racine, Molière, Voltaire, outline history, outside readings, and reports. 3 s.h.

PROFESSORS COWPER AND JORDAN; ASSISTANT PROFESSORS
YOUNG AND WALTON; AND MR. BRIDGERS

Prerequisites, French 3 and 4.

Sections 1, 2, 5—West Campus. Sections 3, 4—East Campus.

6. Introductory Survey of French Literature from 1750.—Selected works of Rousseau, Chateaubriand, Hugo, Balzac. Outline history, outside readings, and reports. 3 s.h.

PROFESSORS COWPER AND JORDAN; ASSISTANT PROFESSORS
YOUNG AND WALTON; AND MR. BRIDGERS

Prerequisites, French 3 and 4.

Sections 1, 2, 5—West Campus, Sections 3, 4—East Campus,

## FOR JUNIORS AND SENIORS

107. French Composition.—Review of grammar. Oral and written composition. 3 s.h.

W

PROFESSOR COWPER

108. The French Romantic Movement .- 3 s.h.

W

PROFESSOR COWPER

109. Molière.-3 s.h.

W

PROFESSOR WEBB

[Not offered in 1931-1932]

110. Poems of Victor Hugo.—3 s.h.

PROFESSOR WERR

[Not offered in 1931-1932]

[Not offered in 1991-1992]

111. French Drama Since 1850.—Realism in French Drama, the social comedy, the problem play. 3 s.h.

E

Assistant Professor Young

112. French Drama Since 1850.—The Théâtre Libre, the psychological drama, survival and renewal of romanticism, the symbolistic drama, the contemporary stage. 3 s.h.

E

Assistant Professor Young

113-114. The Seventeenth and Eighteenth Centuries.—The rise and decline of French classicism from Malherbe to the Encyclopédistes and Beaumarchais. Lectures and reading, 6 s.h.

W

ASSISTANT PROFESSOR WALTON

25-26. Exercises in Spoken French.—Two hours a week. 2 s.h.

## FOR SENIORS AND GRADUATES

215-216. The Modern French Novel.—A survey from Madame de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique. 6 s.h.

W

PROFESSOR JORDAN

217. The French Language.—French phonetics, composition, dictation, conversation, lectures in French. 3 s.h.

W

PROFESSOR WEBB

218. Materials and Methods.—A survey of the methods of teaching French in the high school and the study of standard texts. Training in the use of the material to develop the command of the language and to broaden the teaching equipment. 3 s.h.

W

PROFESSOR WEBB

219. Old French.—An introduction to the Old French language and literature. Brief study of Old French grammar; the Chanson de Roland; lectures. 3 s.h.

W

PROFESSOR COWPER

220. Old French.—Types of Old French literature. Reading of typical Romans d'aventure, lectures. 3 s.h.

W

PROFESSOR COWPER

221. Rousseau and the Beginnings of Romanticism.-3 s.h.

W

PROFESSOR COWPER

(Not offered when Old French is given)

#### ITALIAN

## FOR JUNIORS AND SENIORS

181-182. Italian.—Wilkins, First Italian Book; Cowper, Italian Folk Tales; Dante, Vita Nuova; Dante, Divina Commedia. 6 s.h.
W

#### SPANISH

#### FOR ALL STUDENTS

61. Elementary Spanish.—Grammar of the principal parts of speech in their simple applications, regular verbs, and the most common irregular verbs. Reading of simple prose. 3 s.h.

Mr. Steinhauser, Assistant Professor Young, and Mr. Davis Section 1—East Campus. Sections 2 and 3—West Campus.

62. Elementary Spanish.—Continuation of course 61, including radical changing and the most common irregular verbs in all the tenses of the indicative and subjunctive. Reading of simple prose. 3 s.h.

Mr. Steinhauser, Assistant Professor Young, and Mr. Davis

Section 1—East Campus. Sections 2 and 3—West Campus.

63. Spanish Prose.—Thorough review of grammar, emphasizing the uses of the subjunctive, common idiomatic phrases, and other peculiarities of syntax. Reading of representative texts of modern Spanish. 3 s.h.

Mr. Steinhauser and Mr. Bridgers

Sections 1 and 2-West Campus. Section 3-East Campus.

64. Spanish Prose.—Continuation of course 63. Reading of representative texts of modern Spanish. 3 s.h.

MR. STEINHAUSER AND MR. BRIDGERS

Sections 1 and 2-West Campus. Section 3-East Campus.

65. Spanish Literature.—General survey of Spanish literature from the earliest beginnings to the present day, with special emphasis on the fiction and drama of the Golden Age. 3 s.h.

W

Mr. STEINHAUSER

[Not offered in 1931-1932]

66. Spanish-American Literature.—Survey of Spanish-American literature, with special emphasis on the practical aspects of Spanish-American life. Advanced composition. 3 s.h.

W

Mr. Steinhauser

67. Spanish Novel.—History of the origins and early types through the classic period. 3 s.h.

W

Mr. Steinhauser

[Not offered in 1931-1932]

68. Modern Spanish Novel.—The Spanish novel from the beginning of the nineteenth century until the present. 3 s.h.

W

Mr. Steinhauser

[Not offered in 1931-1932]

69-70. Spanish Conversation.—Exercises on assigned topics and material.

Two hours a week throughout the year. 1 s.h. each semester.

W

Mr. STEINHAUSER

Open, on consent of the instructor, to students who are taking or who have taken a course above Spanish 61 and 62.

71. The Spanish Language.—Composition, letter writing, conversation, readings in commercial Spanish. 3 s.h.

MR. STEINHAUSER

#### DEPARTMENT OF SOCIOLOGY

PROFESSORS ELLWOOD AND JENSEN

No course in Sociology is open to freshmen or sophomores.

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

101-102. General Sociology.—An introduction to the scientific study of social life, its origin, evolution, and organization, as illustrated by a number of concrete social problems. 6 s.h.

W

PROFESSOR ELLWOOD

#### FOR SENIORS AND GRADUATES

205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. First semester. 3 s.h.

W

PROFESSOR JENSEN

206. Criminology.—Prerequisite, course 101. A study of the original tendencies of man and the problem of socializing these tendencies: the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime: the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime.

W

PROFESSOR JENSEN

212. Child Welfare.—A study of heredity and environment as factors in personality development: infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. 3 s.h.

W

PROFESSOR JENSEN

213. Constructive Social Policies.—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. 2 s.h.

[Not offered in 1931-1932]

215. Rural Sociology.—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied, such as the drift to the cities, farming as an occupation, land problems, farm-labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, the social center. 3 s.h.

[Not offered in 1931-1932]

216. Urban Sociology.—A study of the organization and social problems of urban communities, with special reference to social technology or the improvement of social and living conditions. The following subjects are treated: Municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. 3 s.h.

[Not offered in 1931-1932]

217. General Authropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. 3 s.h.

W

PROFESSOR ELLWOOD

218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. 3 s.h.

w

PROFESSOR ELLWOOD

227. Emigration and Immigration.—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society; origin and characteristics of immigrant groups and their organization in the New World; problems, agencies, and processes of assimilation.

W

PROFESSOR JENSEN

219. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. First semester. 3 s.h.

W PROFESSOR ELLWOOD

220. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumplowicz, Ratzenhofer, and Ward, will, among others, be considered. A large amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. Second semester. 3 s.h.

W PROFESSOR ELLWOOD

222. Methods of Social Research.—A study of the various methods of research and investigation that can be applied to the study of social phenomena. Considerable time is given to the study of social statistics and the social survey. Special problems are assigned for research and field work. 3 s.h.

W

PROFESSOR JENSEN

**301.** Sociology and Religion.—A study of the principles of sociology in their bearing upon religion, and especially upon Christian social ideals. Prerequisite, eighteen hours of undergraduate work in the social sciences: namely, in sociology, history, economics, political science, psychology, and philosophy. **3** s.h.

W

PROFESSOR JENSEN

303. Seminar.—Research work upon special problems in sociology and social work. One hour-session each week. 2 s.h.

PROFESSORS ELLWOOD AND JENSEN

## LIBRARY SCIENCE

1-2. Library Methods.—This course emphasizes the function of the library in the university and gives special instruction to students on the use of libraries in general. Special emphasis will be placed on the classification of books, the use of the card catalogue, dictionaries, encyclopedias, indexes, reference books on special subjects, and biographical

and bibliographical works. Although designed primarily to acquaint students with the library and its resources, this course should prove helpful to prospective teacher-librarians who plan to enter high-school work after college. The course is open to all undergraduates, is given once a week throughout the year, and carries no college credit.

W Mr. Powell

301-302. The Evolution of the Book in Bibliography.—This course will follow the book through the history of writing, manuscripts, printing, illustration, manufacture, and binding, and will deal with collecting and other allied matters concluding with a general history and understanding of bibliography in all its phases. The course is open only to graduate students, meets once a week throughout the year, and carries no graduate credit. It should prove helpful to prospective librarians and to all graduates engaged in research of any kind.

W Mr. Morrell

## DEPARTMENT OF PHYSICAL EDUCATION

#### PHYSICAL EDUCATION FOR MEN

DIRECTOR OF PHYSICAL EDUCATION WADE; ASSISTANT DIRECTOR VOYLES; AND
ASSISTANTS CAMERON, COOMBS, HAGLER, CALDWELL, BAKER, SINGTON,
AND GERARD; AND GYMNASIUM DIRECTOR CARD

Two hours a week of physical exercise and one hour of classroom work are required of all students through the sophomore year. Although not included in the one hundred and twenty-six hours needed for graduation, the above requirements must be met satisfactorily before the end of the senior year. The work is under the immediate direction of the various coaches of the varsity teams. The aim to promote mass athletics is furthered by placing various supervised sports on a competitive basis.

A careful physical examination of all students is made and recorded, and special training to correct physical deficiencies and weaknesses is given

All students not excused from the regular course because of physical disabilities are required to take part in football, basket-ball, baseball, track, and swimming throughout their first year. The classroom work consists of lectures on the rules, methods of training, and fundamentals of the sports.

During the sophomore year a student may elect the sport in which he will take his major, and his exercise will consist of work in that sport under the direct supervision of the Director of Physical Education or the Assistant Director who may be in charge of the sport elected as a major. The lectures will cover the methods of coaching the sport elected as a major and physical hygiene.

Calisthenics are used as little as possible, and the entire course of work is planned to introduce games and the spirit of competition into the mass form of athletics.

The courses in physical education are designed to meet the increased

demand for teachers of physical education and athletic coaching in the public schools.

A regulation costume of white shirt, white trousers, and gymnasium shoes is required.

#### PHYSICAL EDUCATION FOR WOMEN

## MISS GROUT, Director

## MISS MOIZE AND MISS WYCHE, Assistants

Two periods of exercise a week are required of all women students through the junior year. Although not included in the one hundred and twenty-six hours needed for graduation, the above requirements must be met satisfactorily before the end of the senior year.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual gymnastics and moderate sports are arranged for those who should not take the more active work.

The regulation costume (approximate cost \$8.50) should be purchased at the beginning of the year.

#### ACTIVITIES OFFERED:

Fall term (October to December): Hockey, swimming, tennis, riding, moderate sports, hiking.

Winter term (December to March): Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming, basket-ball.

Spring term (March to June): Tennis, swimming, riding, baseball, track, field events, and archery.

- 102. The Teaching of Physical Education.—This course is intended to meet the needs of prospective teachers in the public schools who may wish to assist in physical education. It includes first, a review of personal and school-health problems with emphasis on the teaching of hygiene in the public schools; second, discussions and lectures on such topics as the value of play, the psychological and physiological make-up of the school child, objectives, the planning of programs of physical education for different age groups; third, one meeting a week for practice in playing, refereeing, and coaching various games and sports. Three lecture hours and one practice period a week. 3 s.h. Miss Grout
- 126. The Teachings of Physical Education in the High School.—A special section of course 102, open for enrollment to prospective high-school teachers. 3 s.h.

  MISS GROUT

Open to senior women in the Department of Education and to other seniors and juniors by permission of the instructor.

## GENERAL REGULATIONS

The academic year is divided into two semesters. The first semester begins September 16; the second, February 1. Commencement is held on Tuesday and Wednesday after the first Sunday in June.

## TIME OF ENTRANCE

Patrons of the University and students who intend to enter the freshman class are reminded that the entrance examinations are held at the opening of the first semester in September and that this is the proper time to enter. If an applicant for admission cannot come early in the year, he should wait, except in very unusual cases, until the opening of the next semester. It is important that all students be present on the first day of the session, for those who are late incur the penalties described above in this catalogue under the topic "Admission to College" and below under the sub-topic "Course-Cards." Students who enter after the beginning of the semester are marked absent in the work they have missed in the courses to which they are admitted, and these absences are counted as other absences from class.

## MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission or examination. Cards of admission must be presented at the Treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the Treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than that prescribed in this catalogue shall pay to the Treasurer a penalty of five dollars for late registration. Students whose course-cards have been approved in the spring in the manner provided below are given an opportunity during the summer to matriculate by mail for the first semester. No student without a matriculation card is admitted to any class.

## COURSE-CARDS

Members of the freshman, sophomore, and junior classes are required to submit to the Council on Instruction, at a time appointed by the Council not later than April 30, cards showing their selection of courses for the following year. These cards must be approved by the Council. After being approved, the cards must be filed for permanent record with the Dean of the Students in the freshman, sophomore, and junior College. classes who do not select their courses for the following year at the time appointed by the Council on Instruction have to pay a fee of five dollars to the Treasurer of the University before their course-cards may be approved in the fall. Students whose course-cards have been approved but who, for reasons not arising within the University, desire to make a change in the card approved have to pay to the Treasurer a fee of one dollar for each change made. Elective courses beyond the number required for a degree may be marked "extra." No course may be dropped without permission of the Faculty.

## **EXAMINATIONS**

Mid-year and final examinations are held in all subjects in January and May respectively. The examination record, combined with the record made in class, constitutes the student's final grade.

## REGULATIONS REGARDING GRADES

The following regulations have been adopted by the Faculty: Grades shall be reported so as to indicate one of four things:

- (1) Passed. A grade of "A," "B," "C," or "D" shall indicate that a student has passed a course. The work of this group of students shall be graded according to the following system: "A": exceptional; "B": superior; "C": medium; "D": inferior.
- (2) Failed. A grade of "F" shall indicate that the student has failed in the course and that in order to receive credit for the course he shall be obliged to take the work again in class.
- (3) Incomplete. (a) A grade of "I" may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. (b) All students (with incomplete grades) who have not satisfied the requirements of the depart-

ments concerned and who have not obtained a passing grade before the close of the semester following the date of the regular examination in which the "I" was incurred are regarded as having failed on the course concerned and must repeat the work in class in order to receive credit.

(4) Absent from Final Examination. (a) The grade "X" shall indicate that the student was absent from the final examination. (b) A student absent from examination and marked "X," if his absence has been excused by the Dean of the College, may receive an examination on the payment of a fee of three dollars to the Treasurer of the University. The department concerned shall arrange for the examination in cases where absences are incurred and excused, and the grade reported in these cases shall be that earned by the student.

Excuses for absences from examination are handled in the same manner as excuses for absences from class.

## NUMBER OF HOURS OF CLASS WORK

No undergraduate student is allowed to take less than fifteen hours of class work a week without special permission of the Faculty.

No undergraduate student may take more than the normal amount of work in one semester if he fails to earn at least eighteen quality-points in the preceding semester.

## CLASS STANDING

For a student to rank as a sophomore, he must have to his credit twenty-four semester-hours and twenty-four quality-points; as a junior, fifty-six semester-hours and fifty-six quality-points; as a senior, ninety semester-hours and ninety quality-points.

In addition, a student may not be ranked as a junior if he has work back of the sophomore year or more than one study in the sophomore class. A student may not be ranked as a senior if he has work back of the junior year or more than one study in the junior class.

#### SENIOR WORK

A student of the senior class, irrespective of the quality-points he has earned in preceding years, must, in order to be

eligible for graduation, earn in his senior year, as many quality-points as semester-hours with which he is credited.

## EXCLUSION FOR FAILURE

A student of the freshman class is not permitted to remain in the University in the second semester unless he passes as much as six semester-hours of the work of the first semester; a student of any one of the three other classes is not permitted to remain in the University in the second semester unless he passes as much as nine semester-hours of work in the first semester.

A student of the freshman class is not permitted to re-enter in September, nor to enter Summer School, if he did not pass at least eighteen semester-hours of the work in the previous year; a student of any one of the three other classes is not permitted to re-enter in September, nor to enter the Summer School, if he did not pass at least nine semester-hours of work in the second semester of the previous year and a total of eighteen semester-hours of work for the entire year.

# STUDENTS TRANSFERRING FROM OTHER INSTITUTIONS

Students whose advanced credits from another institution are accepted by the University will be given the same number of quality-points as semester-hours with which they are credited, provided their grades warrant it.

## DEFICIENCIES IN COMPOSITION

The following regulations have been adopted by the Faculty:

- 1. Any freshman who is found by the English Department to be unable to handle satisfactorily the work of composition in English 1-2 is required to take special work until he is able to do satisfactorily the regular work of English 1-2.
- 2. No student who has failed in English 1-2 or 3-4 is permitted to become a special student without continuing his work in composition until he has made up his deficiency in this work.
- 3. Whenever the work of a student in any subject is satisfactory to an instructor except for gross errors in English, the instructor concerned may hand in a provisional grade

- only. This grade may not be recorded in the college files until the student shall have improved his work in composition to the satisfaction of the English Department. A list of such provisional grades, along with evidence of deficiencies, shall be furnished the English Department each term by the officers in charge of the grades, and a report shall be made by this department when the deficiencies shall have been removed.
- 4. All instructors are requested to advise their students each semester concerning these regulations.

## CANDIDATES FOR ACADEMIC DEGREES

- 1. A tentative list of all candidates for the bachelor's degree who have no uncleared conditions charged against them and a tentative provisional list of all candidates for the degree with unsatisfied conditions named shall be prepared under the supervision of the Dean of the College as early in the college year as possible, shall be read by him to the Faculty at its first regular meeting in October, shall be furnished in copy to each department of instruction for information and reference, and also shall be posted in copy on the official bulletin board of the University for the information of the students concerned.
- 2. Copies of a second such tentative list likewise shall be prepared, read, and distributed by April 15.
- 3. A final list of all candidates for the degree shall be read by the Dean to the Faculty at its first regular meeting in May and shall be adopted by the Faculty as the final list. After the adoption of this list no name may be added to it.
- 4. Similar lists of all candidates for the master's degree, with courses counting for credit named, shall be prepared by the Dean of the Graduate School on the dates named above, shall be read to the Faculty, and shall be furnished to all departments concerned.
- 5. Students who during Summer School complete the requirements for a degree shall be classified for graduation as of the year following the Summer School in which the work was completed, and their names shall so appear in the catalogue of the University and on the commencement program.

## ABSENCES FROM CLASS

Regular and punctual attendance in class-work is required of all students. Absences must be explained to the Dean of the College. Any student who without acceptable excuse absents himself from his class-work may be disciplined by the Dean at his discretion.

Weekly reports of all absences of students from class are made by each instructor and are filed in the office of the Dean. A permanent record of the attendance of each student is kept and becomes a part of his general college record.

All absences, whether excused or unexcused, shall be made up to the satisfaction of the department concerned. If a student incurs more than two unexcused absences or more than a total of seven absences in a three-hour course, and if he incurs more than three unexcused absences or more than a total of nine absences in a four-hour course, he shall suffer the loss of quality-points as follows: for the first absence in excess of the number allowed, one quality-point shall be deducted; for the second, two quality-points; for each absence thereafter, three quality-points.

A student is counted absent from meetings of a class held before he matriculates at the beginning of a semester. These absences are handled in the same way as are other absences.

Each absence incurred just before or after the Thanksgiving, Christmas, or Easter holidays shall be counted as two absences, excused or unexcused as the case may be.

# SCHOLARSHIP REGULATIONS FOR ATHLETIC AND OTHER ORGANIZATIONS

The following regulations have been adopted by the Faculty:

- 1. Any student who receives less than a passing grade on more than six hours of his required work of the preceding term shall be ineligible to represent the University in any athletic contest, concert, or other public event.
- 2. Students who are candidates for participation in such contests or events or who are members of organizations engaging in them are required also to be doing satisfactorily the work of the current term. In order to enforce this requirement the following regulations have been adopted:

(a) No team or organization shall represent the University in a public event until a list of its members has been submitted

to the Faculty for approval.

(b) It shall be the duty of the student manager of every team or organization to furnish the secretary of the Faculty for the use of the Faculty at least four weeks before the first public appearance of the team or organization is scheduled to take place, a written list of all candidates for places on such team or organization.

(c) The names of the candidates for places on any team or organization shall be read to the Faculty at its first regular meeting after the list has been furnished to the secretary, and they shall be recorded in the minutes of the Faculty for that

meeting.

- (d) If at the time this list is presented to the Faculty, or at the next regular meeting of the Faculty thereafter, any member of the Faculty shall report that a student who is candidate for a place on a team or organization is failing in his work, it shall be the duty of the secretary to give the student written notice of this report, specifying the course or courses in which the student is reported as failing. If a student is reported by two or more instructors as failing, he shall be notified that he will not be eligible to represent the University on any team or organization so long as more than one instructor reports him as failing in his academic work.
- (e) In case a student manager shall not furnish the secretary of the Faculty with the list of candidates required at the time specified in section (b), the Faculty shall follow the procedure prescribed in sections (c) and (d) when such a list is furnished, and the secretary shall notify any student who is reported by two or more instructors as failing in his work that he will not be eligible to represent the University on any team or organization so long as more than one instructor reports him as failing.
- (f) If at any time after this preliminary report is made, a student who was then eligible to represent the University on a team or organization shall be reported by two or more instructors at the same meeting of the Faculty as failing in his work, the secretary shall notify him, specifying in the notice the course in which he is reported as failing, that if he has not removed

his deficiency at the end of two weeks, he will be debarred from the team or organization and will not again be eligible to represent the University on a team or organization until he has improved his work so that not more than one instructor reports him as failing.

# REGULATIONS GOVERNING ATHLETIC

Duke University is a member of the Southern Intercollegiate Athletic Conference. The athletic eligibility regulations of the University comply with the rules governing members of that Conference.

## THE ATHLETIC COUNCIL

The Board of Trustees, at its regular annual meeting in June, 1907, created an athletic council to be composed of eleven members appointed annually: three from the Faculty, to be appointed by the President of the University; four from the alumni resident in the city of Durham, elected by the Alumni Association; and four from the undergraduates, one from each of the four classes, elected by the members of each class.

The three members of the Athletic Committee of the Faculty are the Faculty representatives in the Athletic Council. This Committee alone has the responsibility of enforcing the scholastic and athletic requirements of the University for student participation in inter-collegiate sports. The athletic eligibility rules are those of the Southern Intercollegiate Athletic Conference; the scholarship requirements are printed on the two preceding pages of this catalogue.

The Executive Committee of the Athletic Council is composed of the chairman of the faculty committee on athletics, and one other faculty member and one alumni member of the Council. The Athletic Council on recommendation of its Executive Committee arranges athletic schedules, awards insignia of merit earned by members of athletic teams, and strives to promote among students of the University a proper and helpful athletic spirit; to encourage good fellowship in such sports both within the student body and towards student bodies of other educational institutions; through athletic sports to help to cultivate a high sense of honor, earnest, unselfish effort, and

manly conduct. The Executive Committee of the Council recommends to the President of the University persons to serve as graduate manager of athletics and as coaches in the various sports. However, the election of such persons rests solely with the Trustees of the University or the Executive Committee of the Trustees, on recommendation of the President of the University.

All funds arising from athletics are handled entirely by the College Treasurer. An audit of the receipts and disbursements of these funds is made annually by the official auditors of the University.

## CONDUCT OF STUDENTS

The University expects of its students loyal and hearty cooperation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

## ADMINISTRATION OF DISCIPLINE

General oversight of the conduct of students and the administering of discipline are vested in the Dean of the University. The duty of immediate supervision, guidance, and control of the students in each college is entrusted to the Dean of that college. However, through the expressed willingness of the students at the University to assume the responsibility of maintaining high standards of morals and honor at all times, the student body has properly become in a great degree self-governing in this respect. Two councils, one of men and the other of women, each composed of carefully-chosen and duly-elected representatives of the student body, exercise the authority granted the students to investigate all cases of misconduct, as well as all other cases of violation of proper student standards and traditions, and to make recommendations of penalties based on their findings. Occasions seldom occur where such recommendations cannot be accepted and enforced.

The student councils have been of great help to the administrative authorities of the University. They not merely exercise

police authority for restraining and punishing evil-doers but also exert a guiding and stimulating influence for the promotion of high ideals of conduct and student relationships.

# REGULATIONS REGARDING PUBLIC LECTURES AND OTHER PUBLIC OCCASIONS

All public lectures or addresses and other public events that are given under the auspices of the University or of any organization in any way connected with the University are under the supervision of the Faculty Council on Public Lectures. All dates and programs must be approved by this Council except in instances where such occasions have been placed under the supervision of the Director of Public Relations.

- (1) The Council on Public Lectures shall provide each year
- (2) All public occasions held on either the East or West University Campus are listed for the Weekly Calendar of Duke University in the office of the Department of Public Relations and Alumni Affairs in the West Campus Union. This calendar appears each Saturday, and such notices must be received by 1:00 p.m. on the Friday preceding.

Social or other events held in the West Campus Union must be listed in the office of the Director of Public Relations and Alumni Affairs, and permission must be secured for such social use of the public rooms in the building.

## REPORTS

Reports of the class attendance records and of the proficiency of each student in studies are sent to his parents or guardians after the examinations at the end of each semester. For freshmen and sophomores, mid-semester reports are made.

#### MEDICAL CARE

The University Physician, Dr. Joseph A. Speed, who maintains offices on the University Campus, has general charge of the health of the students. Adequate, first-class provision for caring for all sick students is made in the hospital of the Medical School of the University. Any student too ill to attend his college classes is taken to the hospital. There is, in addi-

tion, on the campus of the Woman's College, a well-equipped infirmary under the care of a resident nurse, where the less serious cases of illness may be treated.

However, it is clearly to be understood that any illness arising from other than unavoidable causes is not treated without charge by the University Physician or other staff members of the Hospital. Students suffering with such diseases must pay the cost of both medical treatment and hospitalization.

#### RELIGIOUS EXERCISES

Chapel exercises are conducted every week day except Monday throughout the academic year at 11:40 A.M. on the campus for men and at 11:30 on the campus for women. During the Monday chapel period all students meet by classes to confer with their respective faculty class-advisers. On each Thursday at 11:40 A.M. the College Assembly is held in the Page Auditorium, and all undergraduate men are required to be present. Vesper services are held each Sunday afternoon at 4:30 o'clock in York Chapel on the West Campus.

# UNIVERSITY LECTURES AND PUBLICATIONS

## THE AVERA BIBLE LECTURES

At intervals of two years a series of lectures is given under the auspices of the Avera Department of Biblical Literature. This series of lectures was established in 1897. These lectures were delivered for the year 1928-29 by Henry Sloane Coffin, President of Union Theological Seminary.

## JOHN MCTYEIRE FLOWERS LECTURES

The John McTyeire Flowers lectures, established by Mr. B. N. Duke as a memorial to John McTyeire Flowers, a young alumnus of Trinity College who died in the Far East in 1905, were inaugurated in 1921.

## FACULTY LECTURES

Occasional lectures are given each year by members of the Faculty or by visitors. These lectures are under the supervision of the faculty committee on public lectures, which committee also arranges annually a number of concerts and public entertainments.

#### DUKE UNIVERSITY DAY

In commemoration of the signing by the late James B. Duke, on December 11, 1924, the indenture setting up the Duke Endowment, under which Trinity College was expanded into Duke University, special services are held at the University and at various Alumni Clubs on this anniversary.

## CIVIC CELEBRATION

A civic celebration is held each year on February 22. It is intended that this occasion shall be of service in cultivating a better citizenship and more patriotic ideals of government.

## THE DUKE UNIVERSITY PRESS

Prior to 1925 Trinity College had supported the publication of The South Atlantic Quarterly, the Historical Papers of the Trinity College Historical Society as well as its John Lawson

Monographs, and a few scholarly books.

With the establishment of Duke University, the trustees of the University authorized the organization of the Duke University Press as an agency for publishing contributions to knowledge in the fields of scholarship represented in the University. To the publications of Trinity College already established, in 1926 was added *The Hispanic American Historical Review;* in 1929, *American Literature;* and in 1930, *Ecological Monographs*. These periodicals are edited with the coöperation of scholars of Duke University and other institutions. The number of volumes annually published has increased, forty titles having appeared since 1925.

## **ALUMNI ORGANIZATIONS**

#### ALUMNI ASSOCIATION

The Alumni Association of Duke University is composed of the male graduates and former students of Trinity College and Duke University. The Association gives its annual dinner on Tuesday of Commencement week at which a message of greeting is given by a representative of the class holding its twenty-fifth anniversary reunion. The annual business meeting of the Association is held at this time. In 1931 the alumni greeting was delivered by J. A. Morgan, of Greensboro, N. C., of the Class of 1906. According to the Charter of the University, the alumni are entitled to twelve representatives on the Board of Trustees. At the annual meeting of the Association all vacancies in the alumni representation on the Board are filled, and four representatives to serve on the Athletic Council, and five representatives-at-large to serve on the Alumni Council are elected. The officers of the Association are: President, R. C. Kelly, '07, Greensboro, N. C.; vice-presidents, Edgar S. Bowling, '99, New York; W. Grady Gaston, '11, Gastonia, N. C.; Willis Smith, '10, Raleigh, N. C.; secretary, Henry R. Dwire, '02, Durham, N. C.

#### ALUMNAE ASSOCIATION

The Alumnae Association of Duke University is composed of the women graduates and former students of Trinity College and of Duke University. The Association gives its annual dinner on Tuesday of Commencement week, at which an address is made by a representative of the class holding its twenty-fifth anniversary reunion; the annual business meeting of the Association is held at this time. The work of the Alumnae Association is conducted on much the same basis and through the same channels as the work of the Alumni Association. The officers of the Association are: *President*, Augusta Kramer Walker, '04, Elizabeth City, N. C.; vice-president, Mabel Chadwick Stephens, '01, Augusta, Ga.; secretary-treasurer, Elizabeth Aldridge, '24, Durham, N. C.

## GENERAL ALUMNI ASSOCIATION

The General Alumni Association was formed to promote the work of the local alumni and alumnae associations and to arrange for the annual Home Coming of alumni and alumnae. A number of county and local alumni associations have been formed in North Carolina and other states. A copy of the constitution and by-laws proposed for such associations will be furnished on application to the Alumni Secretary. This organization holds its annual meeting at Commencement.

## ALUMNI COUNCIL

To give definite direction and supervision in the campaign for the erection of the Alumni Memorial Gymnasium, and for other purposes, an Alumni Council was provided for at the June. 1919, meeting of the Alumni Association. Since that time the Council has developed into a working body for the promotion of alumni interests by reason of its size and frequency of meetings. The constitution of the Council sets forth its purpose as being "to advance the interests and influence of Duke University: to bind more closely together the alumni and the University; to encourage class and geographical organization of the alumni: to keep in touch with undergraduate activities: to raise funds from alumni and friends for the conduct of the alumni work, the establishment of loan funds, the publication of The Alumni Register of Duke University, and for the maintenance and endowment of the University; to report from time to time to the President and the Board of Trustees of the University any facts and recommendations deemed by the Council worthy of consideration for the best interest of the University; and to act as a medium for making known to the University the ideas of the alumni and to the alumni the wishes of the University."

The membership is made up of representatives from local associations; Class Representatives, elected by reunion classes on the occasion of their fifth anniversary, or a multiple thereof; and officers of the Alumni Association.

Members of the Alumni Council: Sidney S. Alderman, '13; E. C. Ashby, '10; Paul Barringer, '06; Henry Belk, '23; W. G. Bradshaw, '25; M. A. Braswell, '20; J. P. Breedlove, '98; Walter P. Budd, '04; Fred Bynum, '04; W. A. Cade, '13; J. W.

Carr, Jr., '15; H. L. Caveness, '19; L. W. Crawford, '98; K. R. Curtis, G. S. '29; Garland B. Daniel, '20; C. W. Edwards, '94; T. Austin Finch, '09; Harley B. Gaston, '14; Dr. J. L. Gibson, '00; J. Horace Grigg, '16; C. J. Harrell, '06; Henry Fisher, '21; L. L. Gobbel, '18; Garland Greever, A.M. '05; John B. Harris, '24; H. G. Hedrick, '11; Zenzuke Hinohara, '04; A. J. Hobbs, '19; J. L. Horne, Jr., '09; W. B. Kiker, '09; C. H. Livengood, '04; John D. Langston, '03; H. R. Mahoney, '05; S. B. Pierce, '95; James R. Simpson, '24; S. B. Moyle, '16; D. W. Newsom, '99; M. E. Newsom, '05; T. G. Neal, '23; C. W. Porter, '30; J. H. Price, '17; A.M. Proctor, '10; E. Ralph Paris, '14; D. C. Roper, '88; S. W. Ruark, '26; W. M. Sherrill, '15; H. E. Spence, '07; T. T. Spence, '14; Harden F. Taylor, '13; K. P. Neal, '13; T. G. Stem, '06; G. R. Wallace, '27; Jule B. Warren, '08; P. D. Winston, '15; Henry R. Dwire, '02.

## ALUMNAE COUNCIL

At the June, 1925, meeting of the Alumnae Association the Alumnae Council was organized to function in a manner similar to that of the Alumni Council, in the interest of the former women students and of the University. Its purpose and form of organization is very much the same as that of the Alumni Council.

Members of the Alumnae Council: Leonora Aiken, '19: Elizabeth Aldridge, '24; Maude Hurley Chadwick, '10; Doris Christie, '27: Mary Louise Cole, '21: Edna Kilgo Elias, '03: Anne Garrard, '25; Fannie Kilgo Groome, '13; Isabel Hoey, '28; Estelle Warlick Hillman, '20; Aura Holton Godard, '23; Annabel Lambeth Jones, '12; Mary Eskridge King, '25; Mary Johnson Livengood, '04; Sallie L. Beavers, '08; Fannie Markham Briggs, '09; Bess Weidenhouse Hayman, '13; Mary Tapp Jenkins, '10; Mamie Jenkins, '96; Alice Craft Lucas, '05; Maude Moore, '01; Edith Parker, '28; Florence Bailey Pendergraph, '08; Gertrude Smith, '23; Estelle Flowers Spears, '14; Cora Westcott Spence, '15; Gladys Price Trundle, '15; Kathleen Hamlin Watkins, '18; Nan Goodson Read, '06; Mary Wylie Stuart, '28; Nell Umstead, '08; Grace McGranahan Monk, '18; Patty Knight Cooksey, '23; Alice Baldwin, Ex-Officio.

## DUKE UNIVERSITY NEWS SERVICE

The Duke University News Service is the official publicity bureau of the University for the purpose of sending out news to the press. The service is under the supervision of the Alumni Secretary, and is managed by Albert Alexander Wilkinson, '27, Director of Publicity.

## THE ALUMNI REGISTER OF DUKE UNIVERSITY

The Alumni Register of Duke University is a monthly magazine published by the Alumni Association in the interest of the alumni and the University. It aims to keep the alumni in touch with one another and with the University. The editorial staff is composed of Henry R. Dwire, '02, editor and business manager; Miss Elizabeth Aldridge, '24, and A. A. Wilkinson, '27, assistant editors; Charles A. Dukes, '29, advertising manager.

## FEES AND EXPENSES

## SPECIAL ANNOUNCEMENT

Notwithstanding the serious effects of the depression no deserving student need fail to enter or continue at the University on that account. There are available loan funds that are considered ample to finance those who are unable to finance themselves.

The loans will be payable after the students have left the University and become well started in their careers. As repaid the money will remain to constitute a revolving fund to afford like help to other students in future years.

These loan funds, as well as the items of expense, are in accordance with a program for the development of the University which was adopted before the University was built.

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences and in history. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

#### GENERAL FEES

Matriculation, per semester\$	25.00
Tuition, per semester	00.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the	
University grounds, per semester	5.00
Damage fee, payable annually at the time of first registration	1.00
Medical fee, per semester	2.00
Library fee, per semester	5.00
Commencement fee, payable annually at the beginning of the sec-	
ond semester	3.00
Publication fee:	
First semester	2.50
Second semester	3.00
Diploma fee, payable by candidates for degrees at the beginning of	
the second semester, refunded if the diploma is not awarded	5.00
For further information concerning room rent, see be	low.

## LABORATORY FEES

Botany 1 and 2	\$2.50
Botany 51 and 151	5.00
Botany 52, 101, 102, 111, 112, and 52	2.00
Botany 201	4.00
Chemistry 1, 2, 21, 30, 41, 261, 262, 215, 216, 231, 232, 240, and 260	6.00
Chemistry 151, 152, 241, 244, 253, 254, and 256	7.50
Civil Engineering 10—See Summer School catalogue.	
Civil Engineering 11, 112, 113, 114, 117, 118	1.00
Electrical Engineering 151, 152, 153, 154, 155, 161, and 162	2.00
History 9 and 91, per semester	3.00
No texts are required in these courses, but a fee of three dollars	
each semester is charged and books are placed in the library for	
the use of those taking the courses. This fee is payable at the	
beginning of each semester and is collected through the office of	
the Treasurer of the University.	
Physics, all courses	2.00
Zoölogy, all courses (except 1 and 2)	3.00
Zoölogy 1 and 2	2.50

## TEACHERS TAKING COLLEGE COURSES

Teachers in near-by schools, taking one or two courses are required to pay a registration fee of \$5 each semester and a tuition fee of \$3 per semester-hour of credit in addition to any regular laboratory fee or other fees collected from those students taking the courses.

## ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum of cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual, but the actual necessary college expenses for one year, including board, room rent, and such University fees as tuition, matriculation, commencement, library, damage, and medical, vary from \$543.50 to \$632.50.

The athletic and publication fees, also included in the above figures, while not essentially University fees, are at the request of the students collected by the Treasurer of the University as designated above. The proceeds of these fees are turned over to these distinct and separate student activities. The athletic fee entitling the holder to admission to all athletic contests held

on the University grounds, is collected from all regularly enrolled students. The publication fee pays for a blanket subscription to the weekly student newspaper, the monthly student magazine, and the annual student year-book. With all undergraduates this charge is compulsory, but in the case of graduate students it is optional.

## ROOMS AND CONDITIONS OF RENTING THEM

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West Campus, per	semester\$50,	\$62.50,	and \$75
East Campus, per	semester	\$30	and \$50

## ROOM RENT IN WOMAN'S COLLEGE

Single room, per student, per semester	75.00
Two-room suite (for two students), per student, per semester	75.00
Double room, per student, per semester	50.00
Double room, Jarvis House, per student, per semester	30.00

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no shorter period than one semester. A room deposit of \$5.00 is required of each applicant for admission. This fee is deducted from the room charges at the time of registration for the fall semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the Treasurer's office; but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made on or before August 1.

A resident student who wishes to retain his room for the succeeding year must notify the office of the Director of the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. Unless a deposit of \$5.00 for each proposed occupant, in part payment of rent, is made by August 1, reservations are cancelled and the University is free to rent the room to other students. When a room is once engaged by a student, no change will be permitted except with the consent of the Director of the Business Division. Leaving one room and occupying another without permission is strictly

against the rule and will render the offender liable to charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The use of a room for merchandising of any kind is strictly forbidden.

The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

## REGULATIONS REGARDING ROOMS

A fine of \$2.00, payable to the Treasurer of the University, shall be charged to any student who has moved furniture from one room to another without permission from the University authorities

A fine of \$2.00, payable to the Treasurer of the University, shall be charged to the occupants of any room in which the permanent lighting fixtures have in any way been altered or changed. A like fine shall be imposed upon the occupants of any room with lights having a total capacity of more than 100 watts.

A fine of \$5.00, payable to the Treasurer of the University, shall be charged to any student moving from one room to another upon the campus without permission from the University authorities.

## RESIDENCE HOUSES

Trinity College.—On the West Campus there are three groups of residence houses, each group forming a quadrangle enclosing a court. These groups of houses are designated as Craven, Crowell, and Kilgo Quadrangles. They contain ample rooming quarters for all the men students.

Woman's College.—The five residence houses on the East Campus are Alspaugh, Pegram, Bassett, Joseph G. Brown, and Jarvis. Upon request to the Director of the Business Division, College Station, Duke University, a plan of the residence houses will be sent. The resident students have a right to retain their rooms for the ensuing year or to draw for new ones in the order of their classes, beginning with the seniors. The new students are then assigned to the remaining rooms, and, so far as possible, to the type of room they prefer. Every effort is made to provide congenial room-mates.

The students' rooms are single, double, or arranged in suites of two rooms for two students, and are supplied with all necessary furnishings except curtains, towels, sheets, pillow-slips, blankets, and heavy bed coverings. Sash curtains of a standard kind are required and may be bought at the college store or made by the student according to specifications. Draperies and rugs may be brought from home or may be bought at reasonable rates at the college store or in town.

## BOARDING ACCOMMODATIONS

Trinity College, West Campus.—Beginning with the academic year 1930-31 the University opened its dining hall in the Union on the West Campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.

The Union is the logical center of student activities for men, and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls, a Coffee Shop is operated for the convenience of students and visitors.

Woman's College, East Campus.—The dining halls of the Woman's College are situated in the Union, the student center, on the East Campus. No resident woman student is permitted to board elsewhere than at this Union. Board is \$112.50 per semester.

## LAWS REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations, which govern the payment of all fees due the University:

- 1. The President and the Treasurer of the University have no authority to suspend, or in any way alter these regulations.
  - 2. Matriculation and tuition fees are never refunded.
- 3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.

- 4. No student is considered by the Faculty as an applicant for graduation until he has settled with the Treasurer for all of his indebtedness to the University.
- 5. No student who has not settled all his bills with the Treasurer of the University is allowed to stand the mid-year or final examinations of the academic year.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the Treasurer of the University in writing in due time, but this in no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

## PUBLICATION COUNCIL

The Publication Council was authorized by the Trustees at the mid-year meeting in 1926-27. This council has control of the undergraduate publications. It is to be composed of members of the Faculty appointed by the President, two alumni elected by the Alumni Council, representatives of the student body and the different publications. A publication fee of \$5.50 was authorized by the Trustees to be collected from each undergraduate, \$2.50 payable at the beginning of the fall semester and \$3.00 at the beginning of the spring semester.

## TRANSCRIPTS

Students desiring to transfer from Duke University to another institution are entitled to one transcript of their record. A charge of one dollar is made for each additional copy.

# SCHOLARSHIPS AND OTHER SOURCES OF AID

## UNDERGRADUATE SCHOLARSHIPS

Ten scholarships paying tuition are offered to undergraduates. Five are held by members of the sophomore class and five by members of the junior class. Sophomore scholarships are awarded at the end of the freshman year and junior scholarships at the end of the sophomore year. They are awarded on the basis of the applicant's character and promise as indicated by his work in college.

The University reserves the right at any time to withdraw a scholarship from a student who does not make worthy use of it.

## ANGIER B. DUKE MEMORIAL SCHOLARSHIPS

The Angier B. Duke Memorial, Incorporated, awards four scholarships with an annual value of \$250 each to undergraduate students in Duke University. These scholarships are awarded as follows: one on the basis of merit and necessity to an accredited high-school graduate entering the freshman class of Duke University; and one each to a member of the sophomore, junior, and senior classes on the basis of merit, necessity, and worthy individual contributions to university life. The Angier B. Duke Memorial also administers through an advisory committee of the officers of the University a loan fund of \$1,000,000 for undergraduate students.

Applications for scholarships should be made to the Scholarship Committee, Secretary's Office, Duke University Station. An application for scholarship assistance may not be made formally by a prospective student until the application for admission has been made and the high- or preparatory-school credits have been submitted.

## LOAN FUNDS

In addition to the Angier B. Duke Memorial loan fund, the University administers other endowed loan funds for the benefit of students who are not financially able to meet their expenses. The loan funds are kept by the Treasurer as funds separate and distinct from all other endowments and holdings of the University and are used for no other purpose than to

aid worthy students of the University. These funds are administered in accordance with the following regulations:

- 1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not satisfactory to the Faculty.
- 2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester.
- 3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the Treasurer of the University.
- 4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition, matriculation, and room-rent.
- 5. Interest at a rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.
- 6. Applications for loans should be made to the Loan Fund Committee, Secretary's Office, Duke University Station. An application for loan assistance may not be made formally by a prospective student until the application for admission has been made and the high- or preparatory-school credits have been submitted.

## SPECIAL TUITION SCHOLARSHIPS

The J. A. Odell, J. M. Odell, George W. Watts, Herbert J. Bass, C. W. Toms, Arthur Ellis Flowers, Heath, Weatherby, Banks-Bradshaw, McMullan, Elisha Cole, E. M. Cole, John T. Ring, A. D. Betts, John W. Neal, Jr., Moore, Buchan, Parrish, and Mary Newby Toms scholarships are open to undergraduate students.

## CANDIDATES FOR THE MINISTRY

Candidates for the ministry who enter college with approved records may have their tuition remitted, but in that case they are required to give their notes for tuition. If they enter the regular ministry within three years after leaving college, these notes will be surrendered to them; otherwise, the notes will be collected.

## SPECIAL SCHOLARSHIPS

The Herbert J. Bass Scholarship was established in 1900 with the principal of \$1,000 received from Mr. and Mrs. Herbert J. Bass in memory of their son, Herbert J. Bass, Jr.

The Banks-Bradshaw Scholarship was established in 1918 by a gift of \$1,000 from Mr. W. L. Banks and the Rev. M.

Bradshaw, D.D.

The Mildred Williams Buchan Scholarship, the annual income on \$1,000, was the gift in 1920 of Mr. E. R. Buchan. The award is made to a young woman student of the College preparing for definite religious work.

The Elisha Cole Scholarship Fund of \$1,000 was given in 1919 by Messrs. E. A. Cole and E. M. Cole in honor of their

father.

The Arthur Ellis Flowers Scholarship was established in 1901 by a gift of \$1,000 from Col. and Mrs. George W. Flowers in memory of their son, Arthur Ellis Flowers.

The G. W. Flowers Student Aid Fund of \$5,000 was given

by Mr. Claude M. Flowers in memory of his father.

The Heath Scholarships, the gift of Mr. B. D. Heath, are awarded to students from Union County. These two scholarships, founded in 1903, are each the annual income on \$1,000.

The Judd Scholarship Fund of \$1,000 was the gift of Mr.

J. M. Judd.

The O. G. B. McMullan Scholarship was provided for in

1917 by a gift of \$1,000 from Dr. O. G. B. McMullan.

The W. H. Moore Scholarship was established in 1920 by the gift of \$1,000 from the family of Dr. Moore.

The J. A. Odell Scholarship was founded on a gift of \$1,000

from Mr. J. A. Odell.

The J. M. Odell Scholarship was founded on a gift of

\$1,000 from Mr. J. M. Odell.

The Edward James Parrish Scholarship was founded in 1921 on a gift of \$1,000 from Mrs. E. J. Parrish to be a memorial to her husband.

The John T. Ring Scholarship was established in 1919 by S. G. Ring and family who presented \$1,000 for this scholarship as a memorial to John T. Ring, of the class of 1916, who was killed in France.

The Mary Newby Toms Scholarship Fund, worth \$83,-216.50, was established by Mr. C. W. Toms as a memorial to his wife whose name the scholarship bears.

The George W. Watts Scholarship was established by a

gift of \$1,000 from Mr. George W. Watts.

The C. E. Weatherby Scholarship was established in 1914 by a gift of \$1,000 from Mr. C. E. Weatherby.

## LOAN FUNDS

The Angier B. Duke Memorial, Incorporated, administers through an advisory committee of the officers of the University a loan fund of \$1,000,000.

In addition to the Angier B. Duke Memorial loan fund, the University administers other endowed loan funds for the benefit of students who are not financially able to meet their expenses. The loan funds are kept by the treasurer as separate and distinct funds from all other endowments and holdings of the University and are used for no other purpose than to aid worthy students of the University.

In 1915 the Alumni Association gave to the College \$252.93

to be used as a loan fund.

The Bynum Belote Loan Fund was established in 1924 by E. T. Belote in honor of his son whose name the loan fund bears. The amount of the gift was \$1,000.

The A. D. Betts Loan Fund for the use of young preachers has had small gifts from time to time. In 1919 Rev. G. W. Vick, of the class of 1911, and his wife added \$1,000 to this fund.

The Alumnae Association presented \$1,000 in 1928 for the establishment of the Fannie Carr Bivins Memorial Loan Fund

for young women students.

The Bowling Scholarship and Loan Fund was established in 1928 by Edgar S. Bowling in memory of his sister, Maye Bowling Bennett. In administering this fund preference is

given to boys and girls of Durham County.

The J. A. Cunninggim Loan Fund was established in 1898 by Jesse A. Cunninggim, D.D. The income from this fund is loaned to worthy young men to pay their tuition fees. At his death Dr. Cunninggim bequeathed to this fund \$1,931.37 in addition to his original gift of \$1,000.

The Alexander Edens Memorial Loan Fund was initiated in 1920 with a gift of \$300 from Lacy T. Edens and other members of the Edens family.

In 1923 a friend of the College contributed \$400 to establish a loan fund to be known as the W. O. Goode Loan Fund.

The B. D. Heath Loan Fund of \$3,000 was given by Mr. Heath for the purpose of aiding young men in their preparation for the ministry.

The Mary Hester Hamrick Loan Fund is worth \$1,000.

The J. B. Ivey Loan Fund was established in 1922 by a gift of \$600.

The North Carolina Masonic Committee on Education established a loan fund of \$1,000 in 1923. The present value is \$4,000.

The North Carolina Conference has established a Ministerial Education Loan Fund of \$1,015.71 from which assistance is given to young men who expect to become ministers.

A loan fund of \$1,000 was given in 1919 by Dr. John W. Neal in memory of his son, John W. Neal, Jr., ex-'22, who died on April 18, 1919.

The class of 1925 of the Roanoke Rapids High School has established a loan fund of \$175 to be used by a graduate of this school.

The Ella Westcott Tuttle Loan Fund of \$1,000 was established in 1922 by the Rev. D. H. Tuttle.

The Joshua Vick Memorial Loan Fund was inaugurated in 1920 by an initial gift of \$400 on the part of Mrs. J. W. Vick of Rock Hill, South Carolina.

The Wake County Alumnae Loan Fund was established in 1924 by the alumnae of Wake County, North Carolina. The present value of this fund is \$435.

The Winston-Salem District Loan Fund amounts to \$1,150.

The Mary Poage Wooten Loan Fund of \$500 was given by the Rev. John C. Wooten in 1923.

## HONORS AND PRIZES

## HONORS

All students in the freshman and sophomore classes who earn seventy-eight quality-points (6 A's and 4 B's) during the year are given honors.

Students who have shown exceptional attainments in a group of studies covered by the work of one of the departments of the University may become candidates for honors in that department at graduation.

Any department may at its discretion each year offer work, the satisfactory completion of which will be one of the requirements for honors. This work shall be in addition to that required for graduation and may take the form either of additional work done in conjunction with the regular courses of the department, or of work independent of such courses. In quantity it shall be at least equivalent to that required for two semester-hour's credit in an advanced course.

The granting of department honors shall be dependent upon the fulfillment of the following requirements:

- 1. In order to be eligible for honors in a department a student must, by the end of the senior year, have completed, with a credit of sixty-three quality-points (5 A's and 3 B's—forty-eight quality-points if the major is eighteen semester-hours). twenty-four semester-hours of work taken in that department after the freshman year.
- 2. The student must enroll for the honors work of the department on or before October 15 of the senior year and must complete this work satisfactorily by the end of the senior year.
- 3. No student may enroll for the honors work of a department if in his senior year he is carrying a schedule of regular courses in excess of thirty-two semester-hours.
- 4. No student may enroll for honors work in more than one department.
- 5. Those students who earn seventy-two quality-points (8 A's) in as many as twenty-four semester-hours (fifty-four quality-points if the major is eighteen semester-hours) in

courses as above described, and complete satisfactorily the honors work prescribed by the department are given highest honors.

The degree of bachelor of arts or bachelor of science with distinction is conferred under the following rules:

Students who have completed three or four years of work in Duke University are eligible for general honors at graduation. Those who have completed the entire four years of their college work in Duke University and who have earned 318 quality-points (3/5 A's and 2/5 B's —249 quality-points if they have completed as much as three years of their college work in Duke University) are recommended for a degree magna cum laude; those who have earned 378 quality-points (42 A's) in the four years [288 quality-points (32 A's) in three years] are recommended for a degree summa cum laude.

### MEDALS AND PRIZES

The Wiley Gray Medal was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee appointed on the day of Commencement, the best speech, with respect to both declamation and composition.

The Fortnightly Club annually offers cash prizes for the best literary productions by undergraduate students of the University.

The Debate Council authorizes the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. The medals are given by the local chapter of the Tau Kappa Alpha fraternity.

The Southern History Prize is awarded each year for the best essay dealing with a subject relating to Southern History. The prize is twenty-five dollars in cash donated by an anonymous friend of the University. The competition for the prize is conducted according to the regulations adopted by the Trinity College Historical Society.

The Robert E. Lee Prize is the gift of the Reverend A. W. Plyler, of the class of 1892, and of Mrs. Plyler. The sum of one hundred dollars is awarded annually at Commencement, preferably to that member of the senior class who in character and conduct, in scholarship and athletic achievement, in manly virtues and the capacity for leadership has most nearly realized the standard of the ideal student. The Dean of the College,

the Graduate Manager of Athletics, and the President of the Student Council constitute a committee to draft and adopt regulations governing the award.

The Robert Spencer Bell Prize is given by Mr. James A. Bell of the class of 1886 in memory of his son. The sum of one hundred dollars is awarded annually at Commencement on much the same general principles as the Robert E. Lee Prize, except that the Robert Spencer Bell Prize is limited to self-help students, and in making the award greater emphasis is placed on the work of the student in literary societies than on his athletic record.

The Dr. R. C. Parker Physics Prize. Dr. R. C. Parker gave to Duke University a silver cup of Chinese manufacture to be used for the encouragement of scholarship in physics. The award is made annually by a committee from the Department of Physics, acting with the President of the University, to that student of Physics 1-2 who by the end of the academic year is judged to have shown the greatest promise as a student of physics. The winner is chosen not only for his mathematical grades but also for his industry, growth in power of reasoning, originality of point of view, and skill in experimentation. The name of the winner is engraved on the cup which is given into his possession, subject to certain necessary regulations, until the next award is made.

The Iota Gamma Pi Scientific Prize. The Iota Gamma Pi Science Fraternity offers an annual prize of twenty-five dollars to a member of the junior class, majoring in science, who is judged to be the leading student in the scientific courses of the University. The fraternity submits to the judges a list of students eligible for the prize. The committee of award is composed of the Dean of the University and one member each from the departments of biology, chemistry, physics, and engineering. The departments concerned choose their own representatives on this committee. The award is made on the following basis: quality of scientific work, 50 points; personality and general ability, 30 points; quality of work in departments other than scientific, 20 points.

The president of the fraternity publicly awards the prize in chapel during the second week of May.

CANDIDATES FOR THE A.B. DEGREE [Candidates for Degrees, June, 1930]

Abbott. Charles Francis Allen, Thomas Ellis Allison, Clyde Altvater, Frederick Vernon Andrews, Chester James Andrews, Robert Skeen Arons, Edward Maurice Ashworth, Rufus Charles Barker, Thomas Ralph Barnette, Texie Elizabeth Barnwell, Myrtle Carpenter Baughman, Burr Hastings Beall, Edward Leyburn Beall, Martin Grogan Bell, Florence Evelyn Bennett, Margaret Virginia Best, Farguhard Smith Biggs, Charles Grayson Biggs, William Campbell Blalock, Claiborne Cheatham Book, Abraham Benjamin Booth, William Robert Boothe, Elther Louise Bowen, Virginia Brawley, Jeter Burkett Bridgers, Arthur Dooley Brintle, Joe Howard Brock, Theron Burdick Budd, William Pritchett Burch, Donald Harden Campbell, Marshall Albright Carlton, Elizabeth \*Carpenter, Edna Widenhouse Cheek, Vernon Roy Cline, Mack Ivey Clutz, Garland William Colvard, Frances Virginia Conley, Mable Claire Connally, Julian Underwood Copeland, Bessie Olivia Cotton, Albert Henry Councilor, Harry Alan Cousins, Reba Thurston Cox, Phoebie Louisa Currin, Frances Lelia Davis, Mrs. Harvey Landis Dean, Dayton Robert

Dowd. Rozelle Edward Downing, Lena Brooks Dunn, Osborne Eugene Dunn, William Lamar, Ir. Elias, Edna Kilgo Exum, Jamie Herring Farmer, William Dempsey Farriss, Carter Wood Felmet, Lucian Holt Ferrell, Clara Mae Ferrell, Henry Clifton Finley, Robert Corpening Fortescue, William Nicholas Foushee, Frances Leake Fowler, Horace Ware Frick, Harvey Lee Fussell, Elizabeth Garrard, Hubert Lee Gibbons, John Partridge Gibson, Martha Goode, Hal Kelly \*Grady, Paul Spencer \*Graupner, Ernest Arnold Grimes, Hal Alma Groce, William Harold Groome, Wilbur Gunnin, Carroll Edgar Haddock, Lucille Bell Hales, John Donivon, Jr. Hampton, Patsy Catharine Hancock, Evelyn Margaret Hanes, John Chisman \*Harris, Isaac Emerson Harriss, James Wesley Harbison, Annie Christal Harrison, Evelyn Jennings Hathaway, Offie Lemuel Hatley, Raymond Caldwell Haynes, Sheldon Elias Hepler, Joseph Madison Hill, Thomas Spencer Hix, Mary Elizabeth Hobgood, Virginia Lucille Holt, Gladys Holt, Isaac Terry Hooker, Charles Wright Horne, Maude Moore

Horton, Daniel Webster \*Hostettler, Lynn Williamson Howie, Henry Gilmer Howland, William Franklin, Jr. Huffman, Norman Ara \*Hughes, Mary Sue Hull, Oscar Coleman Hunevcutt, Frances Ruth Jennette, Dorothy Walland Jennings, William Henry Johnson, DeLacy Thomas Johnson, Hazel Johnson, John Walter Judd, Violette Catherine Keever, Nancy Catherine Kent, Alfred Abram, Jr. King, George Benjamin, Jr. Kistler, Henry Evans Kramer, Joseph Perry Lanier, Walter Lee Lassiter, William Carroll Lavinder, Peggy Laws, Rose Leggett, Julia LeGette, Melva Iris Lewis, William Urban Lippard, Homer Luther Long, John Henry Long, Hortense Duncan Lucas, John Paul Luquire, Claude Rufus MacFadyen, Elizabeth Ann McCaslin, Blackard McCracken, Frank Webb, Jr. McCracken, Maud McCurdy, Harold Grier McDonald, Florence Isobel McGary, Nelson George McKay, Patsy Goldstone Markham, Katherine Martin, Bessie Mary Martin, Ruth Elizabeth Mason, Frances Letitia Matthews, Joseph James Mattox, William Reuben Max, Charles Miller, Hugh Hampton Miller, Mabel Watson Mintz, Maxwell A.

Montgomery, Elizabeth Moore, Margaret Meldonia Moore, Vertie Norfleet Morgan, Katherine Morris, Esther Jane Murray, Webb Alton O'Keef, Herbert Edward, Jr. Peeler, Melvin Ambrose Peoples, Marjorie Dee Perkins, Raymond Keller Phillips, Katherine Pickett, William Clifton, Jr. Pierce, William Alexander, Jr. Pitts, Ralph Simpson Plyler, Marion Timothy, Jr. Pool, Bob Lem Pool, Edith Irene Dement Porter, Charles Walter Presson, Irene Ragan, Doris Lee Rawlings, Selby Moore Reade, Helen Reynolds, Rufus Wiley Riddle, Floyd Lacy Robbins, Paul Nelson Roberts, Frank C. Robertson, Emma Laura Rodwell, Mary Frances Rousseau, William Hamilton Rowe, James Burnett Royster, Mary Elizabeth Ruark, Henry Gibbons Rubinstein, Nathan Ruddick, Ronald Clarence Sadler, Alton Guy Savage, Joe A. \*Seagroves, Lucy Ann Separk, Joseph Gray Shankle, Herbert Lazelle Shaw, John Sidney Shinn, Fred Harris Shull, Horatio Sherrard, Jr. Simpson, Ola Virginia Sloan, Virginia Westbrook Smith, Charles Moody Smith, Kathleen O. Smith, Margaret Edith Smith, Mary Alyse Smith, Paul Wesley

Snidow, James Flynn Spence, Mary Elizabeth Spivey, Nellie Stalvey, James Benjamin Stanley, James Savage, Ir. Stearns, Thomas Suddard Stott, Flora Belle Dawson Strickland, Gladys Suther, Irene Swaringen, Johnson Harold Thompson, Lucie Elizabeth Thorne, Robert Patterson \*Thorpe, David Hudnutt Thrift, Charles Tinsley, Ir. Tilley, Mary Pauline Tsuda, Minoru Tyson, Thomas David \*Umberger, Anita Umstead, Annie Piper

Underwood, Verna Mary \*Upchurch, Inez Page Varner, Robert Milton Vaughn, Leo Bernard, Ir. Ward, Thomas William Washam, Conrad Cline Weatherspoon, Everett Broadus Webster, James Harden Weingarten, Harold Charles Werber, William Murray \*White, William Alexander Widenhouse, Arthur Lee Williams, Calvin U. Wingate, William James Womble, Susan Wright, Esther Sayre Wyche, Alma Virginia Yamanishi, Kimiko

#### CANDIDATES FOR THE B.S. DEGREE

Edwards, Montgomery Roger Hughes, Arthur Jefferson, Jr. Lake, Charles Elmer, Jr. Lewis, William Whitfield

Mattox, Alvah Stone Reams, James Monroe, Ir. Robertson, Samuel Berry Stearns, Richard Hopkins

# CANDIDATES FOR THE A.M. DEGREE

Alexander, Thomas Robert Anderson, Mildred Everett Balch, Clifford Perry Basler, Roy Prentice Brecher, Gerhard Karl Adolf Otto Grant, Minnie Spencer Brown, Adrian Ernul Carroll, James Elwood Chaffin, Nora Campbell Clark, Helen Dearmin Coleman, Thomas Rupert Cutter, Walter Airey De Bruyne, Jacob Marinus Anton \*Doob, Leonard William Dunkle, Margaret Robert Dunton, Alice Wedell \*Franko, Alfred M. Garner, George Lee Garrard, Annie Walker Gathings, James Anderson Gibson, William Marion

Gill, H. Aurelia Gillaspie, Athey Graves Gillock, Emmie May Godard, James McFate Griffin, Mabel Jeannette Harris, Clarence Ligon \*Hayes, Walter Harold Henry, Sibyl Highfill, Thomas Guthrie Hodges, Wiley Edward Keever, Homer Maxwell Lagerstedt, Kenneth Raymond Levenson, Jacob McEwen, Noble Ralph \*Maden, William Leroy Metler, Alvin Velbert \*Moffitt, Walter Volentine \*Morgan, Charles Henry Nicholson, Maude L.

\*Ogden, Warren Cox Pridgen, Lorraine Isley Priepke, Rudolf Julius Pritchett, William Hendrick \*Robertson, Archibald Thomas, Jr. Weston, Neila Elaine \*Ruddick, Girard Bliss Seav. Hibernia Shafer, Julia Simpson

Starling, Mary Lee \*Trentham, Ina Rankin \*Trentham, Shannon Otis Trueblood, Paul Graham Womack, John Gamble Wynne, Waller, Ir.

#### CANDIDATES FOR THE MASTER OF EDUCATION DEGREE

Bell. Lila McLin Carroll, Charles Fisher, Jr. Harton, Benjamin Love

\*Hough, J. Marie Craig Sasser, Roxie Johnson \*Smith, Sarah Olive

#### CANDIDATES FOR THE B.D. DEGREE

Branton, Razzie Ray Cunningham, Marcus Earl Dawson, Robert Grady Funk, Sherwood William Gist. Joseph Andrew Green, Charles Sylvester Guice, John Asa Holler, Adlai Cornwell House, Robert Lee

Johnson, Hugh Hanna Jones, Alvin Adelbert Lawrence, Marquis Wood McCastlain, Morris Sheppard McLarty, James Brown Nelson, Fletcher Rainey, Lawyer James Russell, Leon Womack, Carlos Povnor

#### CANDIDATES FOR THE LL.B. DEGREE

Butler, Lester Clagett Chappell, Louis Vernon Crawford, Philip Howell Finch, William Atlas, Ir. Garriss, Garland Smith Gatling, Willard Illingworth Jones, Vernie Okle

Norris, Jesse Allen Sanders, Emerson T. Sink, John Moyer, Jr. Strickland, Hector Paul Troy, John Clarke Wilson, Max Clyde

# CANDIDATES FOR THE PH.D. DEGREE

Chen, William Yuanlung, A.B., M.A., Syracuse. Dissertation: A Psychological Interpretation of Chinese Culture. Jenkins, Sanford Swindell, A.B., M.A., Duke. Dissertation: The Catalytic Hydrogenation of Alpha-Diketones. Manchester, Alan K., A.B., Vanderbilt; M.A., Columbia. Dissertation: The Foundation of British Preëminence in Brazil. Patterson, John Clarke, A.B., M.A., University of Texas. Dissertation: Jose Maria Morelos-Mexican Revolutionary Patriot. Pettigrew, Richard Campbell, A.B., Furman; M.A., University of North Carolina.

Dissertation: Milton in the Works of Emerson, Lowell and Holmes.

Powell, Thomas Edward, Jr., A.B., Elon; M.A., University of North Carolina.

Dissertation: The Tobacco Beetle: Its Life History and Control. Saylor, John Henry, A.B., Southern Methodist University; M.A., Duke.

Dissertation: A Study of the Solubility of Certain Organic Substances in Aqueous Solutions.

Woody, Robert Hilliard, Ph.B., Emory; M.A., Duke,

Dissertation: Studies in the Economic and Political Reconstruction of South Carolina,

#### HONORS IN THE GRADUATING CLASS

#### Magna Cum Laude

Arthur Dooley Bridgers
Bessie Olivia Copeland
Reba Thurston Cousins
Osborne Eugene Dunn
Evelyn Margaret Hancock
William Franklin Howland, Jr.
Norman Ara Huffman
George Benjamin King, Jr.
Hortense Duncan Long
Harold Grier McCurdy
Elizabeth Ann MacFadyen
Esther Jane Morris

Herbert Edward O'Keef Marjorie Dee Peoples Katherine Manning Phillips Nathan Rubinstein Joe A. Savage John Sidney Shaw Nelle Spivey James Benjamin Stalvey Richard Hopkins Stearns Thomas Suddard Stearns Charles Tinsley Thrift, Jr.

#### HONORS IN DEPARTMENTS

ENGLISH-Marjorie Dee Peoples.

GREEK—Highest honors: Norman Huffman, Harold McCurdy. History—Reba Thurston Cousins, James Benjamin Stalvey Zoölogy—Esther Jane Morris.

#### SOPHOMORE HONORS

Ruth Kerns Barber Ernest Bruce Brooks Elizabeth Ray Clarke Royden Eugene Daniels William Allen Day Harry M. Douty Samuel Paul Garner Argyle Glenn Elmer C. Harrison Edith Leach Florence Moss Leonore Murphy Robert Lee Peppell Ovid Williams Pierce Gladys Winston Shuford Charles Edward Stuart

#### FRESHMAN HONORS

Keith Borden Campbell Alfred LeRoy Cox Harry Leonard Dein Anna Gertrude Douglass

<sup>\*</sup> Degree conferred in absentia.

Philip Lair Franklin Adam Marr Gaddis Marjorie Glasson Sessler Carlyle Isley Jacob Levin Carl Raymond Lundgren Virginia Grace McGhee Harry Theodore Mesh Edwin Louis Mylod Dorothy Newsom
Ora Lee Smith
Richard Warren Smith
Curtis Taylor Spence
Frederick A. Van Denbergh
Lee Elmer Vickers
Myrtice Charlotte Ward
Henry Acaley Wynn

# HOLDERS OF SCHOLARSHIPS

SOPHOMORE SCHOLARSHIPS

Harry Dein, Atlantic City, N. J. Anne Gertrude Douglas, High Point, N. C. Philip Lair Franklin, Baltimore, Md. Marjorie Glasson, Durham, N. C. Virginia McGhee, Atlanta, Ga.

# JUNIOR SCHOLARSHIPS

Elizabeth Ray Clarke, Wilmington, N. C. Royden E. Daniels, Elizabeth City, N. C. Samuel P. Garner, Winston-Salem, N. C. Elmer C. Harrison, Kinston, N. C. Edith Leach, Washington, N. C.

# STUDENT ORGANIZATIONS AND ACTIVITIES

The Men's Association of Duke University comprises all men students in the University. It functions through its officers and a council to initiate policies and to oversee matters within the control of the student body. The council is composed of seven members: three from the senior class, two from the junior class, one from the sophomore class, and one from the graduate school.

The Women's Student Government Association is similar in character to the Men's Association. Its council is composed of the officers of the association and ex-officio of the Y. W. C. A. president and an undergraduate representative.

The Young Men's Christian Association and the Young Women's Christian Association are student branches of the national Christian Association. Each body aims to enrich not only the religious life of its members as individuals but also to promote group religious activity. Delegates are sent each year to summer conferences, state conventions, inter-state conventions, and the state Bible and missionary institutes. Every year a series of special religious services is held. Bible and missionary study classes and Sunday-School teacher-training courses are conducted under the auspices of the association by members of the Department of Religion.

The Student Volunteer Band is an active branch of the Student Volunteer Movement of North America. This organization is composed of students who have volunteered for some form of foreign missionary service.

The Ministerial Association is a band of students who are preparing for the ministry.

The Religious Education Association is an organization for young women interested in religious and social work.

The Symphony Orchestra, two smaller orchestras, and the Duke University Band afford a variety of opportunity for students interested in instrumental music. These clubs work under capable musical direction. Membership is based on competitive trials.

The Men's Glee Club and the Women's Glee Club are both active in concert work. When singing together they comprise the University Chorus. The men's club takes two extended trips annually on one of which it is accompanied by the Symphony Orchestra and by one of the smaller orchestras. The Women's Glee Club includes a section of stringed instruments.

The Duke Players is an organization for the promotion of dramatics at Duke University. Several plays are presented each year, the cast for each of which is determined on the basis of competitive try-outs. The Players welcome as associate members in their organization, persons interested in dramatics at Duke University.

The White Witch Dramatic Club proposes to foster dramatic interests among women students who are not Taurians. Private theatricals, usually consisting of one-act plays, are given to invited guests.

The Publication Council supervises all student publications of the University. It is composed of three members of the Faculty appointed by the President, four representatives of the student body, two of whom are elected by the Men's Association and two by the Women's Association, together with the editors and business managers of the respective publications.

The Chronicle is a weekly newspaper of the University, entirely edited and managed by students. It carries items of local interest, as well as special articles and editorial comment.

The Archive is a monthly literary magazine edited and managed by the students. It contains essays, poems, short stories, and book reviews written by the undergraduates of the University together with some contributions from outside sources.

The Chanticleer is the year-book of the college. It portrays by word and picture the most important events of each school year.

Several clubs exist on the campus, each of which fosters interest in some special subject or project.

The Trinity College Historical Society promotes interest in the study of history and the collection and preservation of historical documents, books, and pamphlets.

The Classical Club meets to discuss literary, linguistic, historical, and archaeological aspects of the life and civilization of the ancient Greeks and Romans.

The Physics Club deals with interesting projects in physics which cannot be thoroughly discussed in the classroom.

The W. H. Pegram Chemistry Club performs a similar service in the field of chemistry.

The French Club draws together students particularly interested in the French language and literature.

The Polity Club promotes discussion of current problems in the field of international relations and American politics. It is affiliated with the International Relations Club.

The Braxton Craven Education Association consists of students who are interested in present-day educational problems.

The Biological Club gives its members opportunity to discuss important phases of biological work as well as training in the preparation and presentation of papers.

The Crowell Scientific Society is a union of all the departmental scientific societies of the University for the promotion

of study and research within the University.

The Cosmopolitan Club is open to all students from foreign countries and to a few American students by invitation. The purpose of the club is to promote better international understanding and good-will.

The Fortnightly Club, a chapter of the national literary fraternity of Sigma Upsilon, is composed of men of the junior and senior classes whose interests are literary. It encourages original work on the part of its members as well as the study of influential writers, ancient and modern.

The Debate Council, composed of three members of the Faculty and two representatives of each of the literary societies, supervises and systematizes the work of debating both within the University and with other colleges.

The Columbian Literary Society, founded in 1846, and the Hesperian Literary Society, organized in 1851, are the oldest undergraduate clubs on the Duke University campus. Their record is one of creditable achievement in public speaking which they encourage by an award of medals for excellence in that art. The two societies debate each other annually.

The League of Women Voters has a chapter at Duke University.

The Junior Big Sisters is an organization of juniors for assisting freshman girls in their adjustment to college life.

The Forum Club has as its object to promote among women students an interest in the classics.

The Town Girls Organization brings together the women day students.

The Woman's Athletic Association is an organization to encourage interest and participation in sports and out-door life.

Several honorary orders and fraternities exist at Duke University. The general nature of these societies is indicated below.

Phi Beta Kappa, the oldest Greek-letter fraternity in existence, was founded at William and Mary College in 1776. The Beta Chapter of North Carolina was organized at Trinity College on March 29, 1920. Membership is open only to those who have an average of 90 for six consecutive semesters of college work.

Tau Kappa Alpha (National Forensic Fraternity)

Sigma Upsilon (See Fortnightly Club)

Kappa Delta Pi (National Education Fraternity)

Theta Alpha Phi (National Dramatic Fraternity)

Lambda Phi Gamma (National Music Fraternity)

Sigma Pi Sigma (National Physics Fraternity)

Phi Sigma (National Biological Fraternity)

Sigma Tau Delta (National English Fraternity)

Sigma Nu Phi (National Law Fraternity)

Alpha Kappa Psi (National Commercial Fraternity)

Gamma Eta Gamma (National Law Fraternity)

Samuel Fox Mordecai (Local Law Society)

Charles Evans Hughes (Local Law Club)

Delta Upsilon Beta (Local Band Fraternity)

Iota Gamma Pi (Local Scientific Fraternity)

Psi Kappa Alpha (Local Economics Fraternity)

Psi Kappa Alpha (Local Economics Fraternity

Chi Delta Phi (National Literary Sorority)

Delta Phi Rho Alpha (Local Sorority fostering college spirit, especially athletics)

Nu Sigma (Local Biological Sorority)

Red Friars, founded in 1913, is a secret society restricted to men of the senior class. Membership is limited to a small number who have manifested qualities of leadership by meritorious service as undergraduates.

Omicron Delta Kappa promotes qualities of leadership in publications, athletics, and other forms of campus activity.

White Duchy is a secret order comprised of seven senior women recognized as representing the highest qualities of leadership in the various activities in which they have taken part.

The Tombs is a secret order of male students for the promotion of various campus activities, especially athletics. Membership is restricted to students of the junior and senior classes.

The 9019, a junior-senior scholarship society, was founded at Trinity College in 1890. The society started the South Atlantic Quarterly and has under its auspices the annual civic celebration on Washington's birthday and the annual declamation contest for high-school pupils.

EKO-L is an organization of women students of the junior and senior classes to promote scholarship and the interests of

the University.

Beta Omega Sigma, founded in 1917, is a local sophomore order.

The work of the social fraternities and inter-fraternity relationships at Duke University are governed by the Pan-Hellenic Council, which is composed of one representative of each national fraternity on the campus. The Council has as its adviser a member of the Faculty chosen by the Council. By order of the Council, no student may be initiated into a fraternity until he has passed at least four courses in the semester preceding the earliest official time for the initiation of freshmen. The following social fraternities have chapters at Duke University:

Alpha Tau Omega Kappa Sigma Kappa Alpha Pi Kappa Alpha Sigma Phi Epsilon Pi Kappa Phi Sigma Chi Delta Sigma Phi Lambda Chi Alpha Phi Delta Theta
Delta Tau Delta
Phi Sigma Delta
Sigma Alpha Epsilon
Pi Epsilon Pi (local)
Sigma Tau Alpha (local)
Sigma Delta (local)
The Goblins (local)
Alpha Omega Sigma (local)

The Women's Pan-Hellenic Council, composed of two members from each sorority on the campus, governs sorority affairs. The sororities represented at Duke University are:

Alpha Delta Pi Kappa Delta Zeta Tau Alpha Kappa Alpha Theta Kappa Kappa Gamma Sigma Kappa Mu Lambda (local) Delta Chi Upsilon (local)

# FACULTY OF THE SCHOOL OF ARTS AND SCIENCES

\*Adams, Donald Keith, A.B., M.A., Ph.D. Assistant Professor of Psychology

Addoms, Ruth, B.A., M.A., Ph.D.

Instructor in Botany

ALDRIDGE, FRED SOULE, A.B., A.M. Assistant Professor of Mathematics

Anderson, Andrew Runni, A.B., Ph.D. Professor of Latin

Arnold, Dean Moxley, B.S., A.M. Instructor in Mathematics

BALDWIN, ALICE MARY, A.B., A.M., Ph.D. Associate Professor of History

BAUM, PAULL FRANKLIN, A.B., A.M., Ph.D. Professor of English

Bigelow, Lucius Aurelius, S.B., Ph.D.

Assistant Professor of Chemistry

Bird, Harold Crusius, Ph.B., C.E. Professor of Civil Engineering

BLACK, MARTIN LEE, JR., A.B., C.P.A. Instructor in Accounting

†BLACKBURN, WILLIAM MAXWELL, A.B., B.A. Instructor in English

BLOMQUIST, HUGO LEANDER, B.S., Ph.D. Professor of Botany

Boyd, William Kenneth, A.B., A.M., Ph.D. Professor of History

Brown, Frank Clyde, A.B., A.M., Ph.D. Professor of English

Brownell, William Arthur, A.B., A.M., Ph.D. Professor of Educational Psychology

CARPENTER, DAVID WILLIAMS, A.B., M.A., Instructor in Physics

<sup>\*</sup> Service begins September, 1931. † On leave of absence, 1930-1931.

CARR, JOHN WINDER, JR., A.B., A.M., Ph.D.

Associate Professor of Education

CARROLL, EBER MALCOLM, A.B., A.M., Ph.D.

Associate Professor of History

CHASE, LEWIS, A.B., A.M., Ph.D. Professor of English

CHILDS, BENJAMIN GUY, A.B., A.M. Professor of Education

COLLINS, GYFFORD DAVIDSON, A.B., A.M. Assistant Professor of Physics

CONSTANT, FRANK WOODBRIDGE, B.S., Ph.D. Instructor in Physics

COTTON, WILLIAM JOSEPH HENRY, A.B., A.M., Ph.D. Professor of Economics and Business Administration

GOWPER, FREDERICK AUGUSTUS GRANT, A.B., A.M., Ph.D. Professor of Romance Languages

CRANFORD, WILLIAM IVEY, A.B., Ph.D. Carr Professor of Philosophy

CRUM, MASON, A.B., Ph.D.
Visiting Assistant Professor of Biblical Literature 1930-1931

CUNNINGHAM, BERT, B.S., M.S., A.M., Ph.D. Professor of Biology

DALE, JULIA, A.B., A.M., Ph.D. Assistant Professor of Mathematics

Easley, Howard, A.B., M.A., Ph.D. Assistant Professor of Education

EDWARDS, CHARLES WILLIAM, A.B., A.M., M.S. Professor of Physics

Elliott, William Whitfield, B.A., M.A., Ph.D. Professor of Mathematics

Ellwood, Charles Abram, Ph.B., Ph.D., LL.D. Professor of Sociology

GATES, ARTHUR MATHEWS, A.B., A.M., Ph.D.

Assistant Professor of Latin

GILBERT, ALLAN, B.A., A.M., Ph.D. Professor of English

GILBERT, KATHERINE EVERETT, A.B., A.M., Ph.D. Professor of Philosophy

GLASSON, WILLIAM HENRY, Ph.B., Ph.D. Professor of Political Economy and Social Science

> GOHDES, CLARENCE, A.B., A.M., Ph.D. Assistant Professor of English

GRAY, EDWARD RUTHERFORD, A.B., A.M. Assistant Professor of Economics

GRAY, IRVING EMERY, B.S., M.S., Ph.D. Instructor in Zoölogv

GREENE, WALTER KIRKLAND, A.B., A.M., Ph.D. Professor of English

GROSS, PAUL MAGNUS, B.S., A.M., Ph.D. William Howell Pegram Professor of Chemistry

HALL, FRANK GREGORY, A.B., A.M., Ph.D. Professor of Zoölogy

HALL WILLIAM HOLLAND, A.B., A.M., B.C.E., M.S.C.E. Professor of Engineering

\*Hamilton, Earl Jefferson, B.S., A.M., Ph.D. Professor of Economics

HARGITT, GEORGE THOMAS, Ph.B., A.M., Ph.D. Professor of Zoölogy

†HATLEY, CHARLES CLEVELAND, A.B., A.M., Ph.D. Professor of Physics

HAUSER, CHARLES ROY, B.S., M.S., Ph.D. Instructor in Chemistry

HERRING, HERBERT JAMES, A.B., A.M. Instructor in Debating

HICKSON, ARTHUR OWEN, A.B., A.M., Ph.D. Assistant Professor of Mathematics

> THOFFMAN, GEORGE, A.B., A.M. Instructor in English

HOLTON, HOLLAND, A.B., J.D. Professor of the History and Science of Education

> HOOVER, CALVIN BRYCE, A.B., Ph.D. Professor of Economics

HOPKINS, DWIGHT LUCIAN, B.S., M.S., Ph.D. Assistant Professor of Zoölogy

<sup>\*</sup> On leave of absence, 1930-1931. † On leave of absence, spring 1931. ‡ Service begins February, 1932.

Hubbell, Jay Broadus, A.B., A.M., Ph.D.

Professor of English

\*Jensen, Howard, A.B., B.D., Ph.D. Professor of Sociology

JORDAN, ARCHIBALD CURRIE, A.B., A.M.

Assistant Professor of English

JORDAN, BRADY RIMBEY, Litt.B., Ph.D. Professor of Romance Languages

KORSTIAN, CLARENCE FERDINAND, B.S.F., M.F., M.A., Ph.D. Professor of Silviculture

KRUMMEL, CHARLES ALBERT, Ph.B., Ph.M., Ph.D. Professor of German

LANDON, CHARLES EDWARD, A.B., A.M., Ph.D.
Assistant Professor of Economics and Economic Geography

†LANNING, JOHN TATE, A.B., A.M., Ph.D. Instructor in History

LAPRADE, WILLIAM THOMAS, A.B., Ph.D. Professor of History

\*Lundeberg, Olav, A.B., A.M., Ph.D. Associate Professor of Romance Languages

LUNDHOLM, HELGE, Ph.D.
Associate Professor of Psychology

MACKAY, DOROTHY LOUISE, A.B., M.A., Docteur de L'Université de Paris

Assistant Professor of History

Manchester, Alan Krebs, A.B., A.M., Ph.D.

Instructor in History

MATHEWS, RALPH THOMPSON, B.S. Instructor in Mechanical Engineering

MAUGHAN, WILLIAM, B.S., M.F. Assistant Professor of Forestry

McCloy, Shelby Thomas, A.B., M.A., B.A., B.Litt.

Instructor in History

†McDougall, William, B.A., M.A., M.B., D.Sc., Litt.D. Professor of Psychology

MILES, EDWARD ROY CECIL, B.S., M.A., Ph.D.

Assistant Professor of Mathematics

<sup>\*</sup> Service begins September, 1931. † On leave of absence, 1930-1931.

MITCHELL, FRANK KIRBY, A.B., A.M. Associate Professor of English

MYERS, HIRAM EARL, A.B., S.T.B., S.T.M. Professor of Biblical Literature

\*Nelson, Ernest William, A.B., A.M., Ph.D.

Assistant Professor of History

NIELSEN, WALTER McKinley, B.S., Ph.D. Assistant Professor of Physics

ORMOND, JESSE MARVIN, A.B., B.D. Professor of Practical Theology

PATTERSON, EARL BACHMAN, A.B., A.M. Assistant Professor of Mathematics

PATTON, LEWIS, A.B.
Assistant Professor of English

PEARSE, ARTHUR SPERRY, B.S., A.M., Ph.D. Professor of Zoölogy

Peppler, Charles William, A.B., Ph.D. Professor of Greek

PROCTOR, ARTHUR MARCUS, A.B., A.M., Ph.D. Professor of Education

RANKIN, ROBERT STANLEY, A.B., A.M., Ph.D. Associate Professor of Political Science

RANKIN, WILLIAM WALTER, JR., B.E., M.A. Professor of Mathematics

RATCHFORD, BENJAMIN ULYSSES, A.B., A.M.
Instructor in Economics

RHINE, JOSEPH BANKS, B.S., M.S., Ph.D. Assistant Professor of Psychology

RIPPY, JAMES FRED, A.B., A.M., Ph.D. Professor of History

ROBERTS, CHRISTOPHER, B.S., A.M., Ph.D. Assistant Professor of Economics

Rosborough, Ruskin Raymond, A.B., A.M., Ph.D., Docteur en philologie Classique, Louvain Professor of Latin

SAYLOR, JOHN HENRY, A.B., A.M., Ph.D. Instructor in Chemistry

<sup>\*</sup> On leave of absence, 1930-1931.

Schealer, Samuel Raymond, E.E., M.S. Professor of Electrical Engineering

SEELEY, WALTER JAMES, E.E., M.S. Professor of Electrical Engineering

SHEARS, LAMBERT ARMOUR, A.B., A.M., Ph.D.

Instructor in German

SHIELDS, JOHN HERMAN, A.B., A.M. Assistant Professor of Accounting

SHRYOCK, RICHARD HARRISON, B.S., Ph.D. Associate Professor of History

Spence, Bessie Whitted, Mrs., A.B., A.M., B.D.
Instructor in Biblical Literature

Spence, Hersey Everett, A.B., A.M., B.D.
Professor of Biblical Literature and Religious Education

Steinhauser, Frederick Edward, A.B., A.M.
Instructor in Romance Languages

THOMAS, JOSEPH MILLER, A.B., Ph.D. Assistant Professor of Mathematics

Towe, William Thompson, A.B. Assistant Professor of Business Law

VANCE, MARY HENDREN, MRS., A.B., A.M. Assistant Professor of English

Vollmer, Clement, A.B., A.M., Ph.D.

Professor of German

Vosburgh, Warren Chase, B.S., M.S., Ph.D. Assistant Professor of Chemistry

WADE, WALLACE, A.B. Director of Athletics

WALTON, LORING BAKER, Lic. ès L. Assistant Professor of Romance Languages

WANNAMAKER, WILLIAM HANE, A.B., A.M., Litt.D. Professor of German

WAY, VERNON ELGIN, A.B., A.M., M.A. Assistant Professor of Greek

Webb, Albert Micajah, A.B., A.M. Professor of Romance Languages

WEST, ALFRED THURBER, B.S. Instructor in English

WHITE, MARIE ANNE, MRS., A.B., A.M.

Instructor in English

WHITE, NEWMAN IVEY, A.B., A.M., Ph.D. Professor of English

WIDGERY, ALBAN GREGORY, B.A., M.A. Professor of Philosophy

WILSON, FREDERICK ELIPHAZ, A.B., A.M. Assistant Professor of German

WILSON, ROBERT NORTH, A.B., M.S. Professor of Chemistry

WILSON, ROBERT RENBERT, A.B., A.M., Ph.D. Professor of Political Science

Wolf, Frederick Adolphus, A.B., A.M., Ph.D. Professor of Botany

Woody, Robert Hilliard, Ph.B., A.M., Ph.D.

Instructor in History

Young, Edward Hudson, A.B., A.M.
Assistant Professor of Romance Languages

ZENER, KARL EDWARD, A.B., A.M., Ph.D. Assistant Professor of Psychology

# THE GRADUATE SCHOOL OF ARTS AND SCIENCES

1930-1931 ANNOUNCEMENTS FOR 1931-1932

> DURHAM, NORTH CAROLINA 1931

# OFFICERS OF ADMINISTRATION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., LL.D.

President

ROBERT LEE FLOWERS, A.M., LL.D. Vice-President in the Business Division

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D. Vice-President in the Educational Division

WILLIAM HENRY GLASSON, Ph.B., Ph.D. Dean of the Graduate School of Arts and Sciences

ROBERT STANLEY RANKIN, A.B., M.A., Ph.D.

Assistant Dean of the Graduate School

ROBERT LEE FLOWERS, A.M., LL.D. Secretary and Treasurer

FRANK CLYDE BROWN, A.B., A.M., Ph.D. Comptroller

CHARLES BLACKWELL MARKHAM, A.B., A.M.

Assistant Treasurer

JOSEPH PENN BREEDLOVE, A.B., A.M. Librarian

#### COUNCIL ON GRADUATE INSTRUCTION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.

President of the University, ex officio

WILLIAM HENRY GLASSON, Ph.B., Ph.D.

Dean of the Graduate School of Arts and Sciences

PAULL FRANKLIN BAUM, A.B., A.M., Ph.D.

WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.

WILLIAM ARTHUR BROWNELL, A.B., A.M., Ph.D.

CHARLES ABRAM ELLWOOD, Ph.B., Ph.D., LL.D.

PAUL MAGNUS GROSS, B.S., A.M., Ph.D.

HELGE LUNDHOLM,† Ph.D.

WILLIAM McDOUGALL‡ M.A., D.Sc., Litt.D.

ARTHUR SPERRY PEARSE, B.S., A.M., Ph.D.

ELBERT RUSSELL, A.B., A.M., Ph.D.

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.

ALBAN GREGORY WIDGERY, B.A., M.A.

<sup>†</sup> For the second semester, 1930-1931. ‡ For the first semester, 1930-1931.

# GRADUATE INSTRUCTION IN DUKE UNIVERSITY

## GENERAL STATEMENT

Prior to 1916 there was no separate organization within Trinity College to promote and supervise graduate studies. However, there had been for many years a limited number of graduate students who completed a year of post graduate work and received the degree of master of arts. The work of such students was supervised through the office of the Dean of Trinity College. Many of these graduate students went out from Trinity College to continue their studies at other colleges and universities and later achieved distinction as teachers and scholars.

In September, 1916, President Few appointed a Committee on Graduate Instruction to deal with the problems involved in the promotion and administration of graduate work. In that year there were six graduate students in the College, and seven graduates of the College were enrolled in the professional School of Law. During and immediately after the World War the number of graduate students remained small, but by the year 1923-1924 the graduate enrollment had increased to thirty-five exclusive of the college graduates enrolled in the School of Law.

The growing importance of graduate work in Trinity College caused the Committee on Graduate Instruction, during the first semester of the year 1923-1924, to make a careful study of requirements for admission to graduate work, of requirements for advanced degrees, and of other conditions affecting standards of graduate instruction. A comprehensive report was prepared by the Committee and adopted by the faculty. Provision was made for the granting of two advanced degrees, master of arts and master of education. Regulations were adopted which increased the distinction between graduate and undergraduate work. A thesis requirement was made for every candidate for a graduate degree, and provision was made for the examination of theses by faculty committees. The Committee on Graduate Instruction undertook a closer supervision of graduate courses and of the work of graduate students.

Thus, when Trinity College became Duke University in December, 1924, noteworthy progress had already been made in organizing a graduate department with advanced courses in many fields of study and with high standards. In accepting Mr. Duke's great benefaction, the Trustees definitely included a Graduate School of Arts and Sciences as a member of the University organization.

In the academic year 1926-1927 a Council on Graduate Instruction was established in the University to exercise a general supervision over graduate work in arts and sciences, and Professor William H. Glasson was appointed Dean of the Graduate

School of Arts and Sciences

# THE LIBRARY

Duke University has long possessed an excellent Library for the purposes of undergraduate instruction. In recent years special funds have been provided and appropriations made to collect material for the use of members of the faculty and graduate students desiring to engage in research work. Particular attention has been given to obtaining complete sets of important periodicals, biographical and bibliographical collections, files of Southern newspapers, collections of state papers. parliamentary debates, and historical documents, proceedings of scientific societies, and standard editions of American and foreign authors. This policy of constantly enriching the Library's store of source material will be continued.

Up to March 1, 1931 the Duke University Libraries had received and accessioned 233,665 bound volumes and 24,399 pamphlets. Many thousands of volumes and pamphlets have not vet been accessioned, and other purchases of books, periodicals. and brochures are in Europe awaiting shipment. The amount available for the purchase of books, newspapers, and periodicals for the year 1929-30 was \$155,915.00. For the year 1930-31 the appropriations for books, periodicals, and binding amounted

to \$124,000.

The Library building on the East Campus, since the autumn of 1930, has been used by the Woman's College. new University Library building, especially designed and equipped to facilitate research, is located on the West Campus. In the basement are the receiving room for books and periodicals which come to the Library, the offices of the order division, work rooms for the Library staff, and a commodious stack room fitted with special stacks for newspapers.

On the first floor an important feature is a large reserve book room in which books in constant use by classes are kept for reference and for the time being withdrawn from general circulation. The seating capacity of this room is about 180. On the same floor are a large periodical room, a manuscript room, two offices, and an exhibition room in which will be placed cabinets and exhibition cases covered with glass for displaying rare books, manuscripts, etc.

The principal features of the second floor are the general delivery room with a spacious hall, the large public card catalogue, the main reading room with a seating capacity for more than 176, the cataloguing room and four offices for members

of the Library staff.

On the third floor of the building a special reading room for graduate students is provided with a seating capacity of about 60. There are also on this floor eight seminar rooms, two studies and a large special reading room.

In the tower of the Library building are the fourth and fifth stories which provide six seminar rooms and two studies.

The main stack room of the Library building is seven stories high. The initial capacity of the main stacks is estimated as considerably in excess of 300,000 volumes. The stacks in the nearby Library of the Law School will provide for 60,000 volumes and the stacks in the special Library of the School of Religion will accommodate about 40,000 volumes. The libraries of the Law School and the School of Religion are connected by passageways to the University Library. In the School of Medicine is the Hospital Library with a collection which is at present about 20,000 volumes. There are also stacks provided for special scientific libraries in the Biology. Chemistry, and Physics buildings.

Especial attention has been given in the construction of the Library to facilities for prompt delivery of books. The general delivery room is connected by pneumatic tubes with the reserve book room, the graduate reading room, the Law Library, the School of Religion Library, and also with each floor level of

the main stacks. The general delivery room, the reserve book room, the graduate reading room and each floor of the main stacks will also have the service of book lifts or carriers.

The University Library is now receiving by subscription and donation 1,819 newspapers and periodicals. The number of periodical sets added in 1930-31 was 211. During the same period of time \$4,000 was spent for newspapers, the most prized of which were *The London Chronicle*, 1757-1806, *The London Times*, 1860-1919, and several rare Southern news-

papers.

The Library is particularly well equipped for work in the Social Sciences. In Latin American history there is an excellent collection of books and documents relating to boundary disputes, Pan Americanism, and the foreign relations of the United States in general. There is also a large and growing collection of works on the development of the independence movement in Spanish America, as well as many rare volumes dealing with the Spanish and Portuguese missionaries of South America and the educational systems of the Latin American states. In United States history there are at the disposal of the graduate student all important United States reports and some rare volumes on the South during the Civil War period. There is a rapidly increasing collection of American newspapers and periodicals, among which are included the Daily Constitutionalist (Augusta, Ga.), 1862-64, the Staunton Spectator. 1850-1895, and other rare Southern newspapers. In English and European history there are all the parliamentary records for England, France, and Spain. In recent European history, German, Austrian, and French newspapers covering the World War period constitute an outstanding acquisition.

In economics there is an especially good collection of material upon the history of economic thought, banking and finance, and in the field of taxation. The Library possesses sets of most of the important economic publications in America, such as the American Economic Review, the Quarterly Journal of Economics, Political Science Quarterly, Annals of the American Academy of Political and Social Science, Chicago Journal of Political Economy, Harvard Business Review, Journal of the American Statistical Society, and the Commercial and Financial Chronicle. The English economic periodicals include the Eco-

nomic Journal, the Journal of the Royal Statistical Society, the London Economist, and the Statist. The Library also contains many of the leading French and German economic publications.

In political science the material includes documentary reports of the decisions of various arbitral commissions, the publications of the Permanent Court of International Justice complete to date, and treatises on various phases of the subject of arbitration. The Library material also includes all the important government reports, an excellent collection of State Constitutional Convention reports, and there are available in the Law Library, the codes and all judicial reports of both the Federal and State Courts, and an excellent collection of law journals and quarterlies. The leading periodicals in the field of political science and international law are also available.

The Library has a large accumulation of books and materials suitable for research along sociological lines, including files of the leading periodicals. The State of North Carolina is particularly rich in opportunities for field research in sociol-

ogy, especially for the making of social surveys.

The Department of Psychology is now equipped for teaching and research in all branches of psychology, including the study of animal behaviour and all experimental procedures. It is associated with the Duke Hospital and the State Mental Hospital at Raleigh in a way that facilitates studies in the field of the abnormal. The present floor space will, it is hoped, be considerably increased at an early date. The main library and the medical library contain between them excellent provision for the study of psychology and cognate subjects.

Research students in philosophy may call for the assistance of the three full professors in the department. The Library is building up a collection of books on the history and systematic study of all branches of the subject. Arrangements will be made for obtaining source material required for particular

pieces of research.

There are more than 18,000 books catalogued in the Library under the Department of Education, and 700 bound volumes of periodicals, besides 51 current subscriptions to educational magazines. These figures do not include books and periodicals in psychology available for the use of students in educational psychology, nor the very large number of volumes

and periodicals available in history for students in the history of education. Students interested in the legal and governmental phases of education have exceptional opportunity in the number of volumes available in government and economics as well as in the Law Library which, already large, is being rapidly increased to include the digests, court reports, session laws, and related material of the United States and England and the various states. There is a special collection of elementary and secondary school textbooks of interest to teachers desiring to make curriculum studies in the elementary and secondary field.

The General Library contains many volumes of great value for the work of the School of Religion. The new building of the School of Religion contains a special library and reading room. This building is located next to the University Library.

The special library of the School of Religion contains a good working collection for the regular courses, to which constant additions are being made. It subscribes to approximately 175 current religious journals and periodicals. It contains also a large amount of valuable source material, especially proceedings of ecclesiastical bodies, scientific and missionary societies, and files of periodicals. Noteworthy among these for the departments of Old and New Testament and Christian Doctrine are complete files of the Journal of the Palestine Oriental Society, Theologische Rundschau, Zeitschrift für Alttestamentliche Wissenschaft, the Hibbert Journal, Harvard Theological Review, Theologische Literaturzeitung, and Zeitschrift für Neutestamentliche Wissenschaft.

The Library possesses one of the most perfect and complete manuscripts of the New Testament text, a 12th-14th century manuscript, which contains the entire text with a mediaeval commentary on the margins of the folios. This original material is supplemented by photographic facsimiles of a number of the leading uncials. It is the policy of the New Testament department to continue the acquisition of such facsimiles. The Library possesses basic sets of research character among which are Goldschmidt, Die Babylonische Talmud; Migne's Patrologiae; Harnach and Gebhardt, Texte und Untersuchungen, Corpus Inscriptionum Graecarum, Corpus Inscriptionum Latinarum, and Corpus Inscriptionum Semiticarum.

The department of Church History has acquired numerous files of religious periodicals; noteworthy among them are complete files of *The Arminian*, and *The Friend* (Philadelphia). It has a large collection of the General Assembly reports of the Presbyterian Church in the United States of America, and an almost complete collection of the diocesan journals of the Protestant Episcopal Church. It has an especially large and valuable collection, to which additions are continually being made, of source material for Southern church history, especially the his-

tory of the Methodist Episcopal Church, South.

The department of the History of Religion and Missions has, in addition to such basic material as The Sacred Books of the East, the Pali Text Society Translations, the Census of India, 1921, and eight hundred volumes of the Transactions of the Asiatic Society, North China Branch, complete files of the principal periodicals and proceedings in its field, such as the Chinese Recorder, the Korean Repository, the African Repository and Liberia, the Journal and Proceedings of the American Oriental Society, the Transactions and Journal of the Royal Asiatic Society of Great Britain, the Jotoko, the International Review of Missions, and the Missionary Review of the World.

Recently two private libraries of note have been secured. One is the library of the late Dr. Graf von Baudissin, Professor of the Old Testament in Berlin University. The other is that of the late Dr. Karl Holl, Professor of Church History in the same university. These libraries, consisting of over five thousand volumes, are the fruit of long years of literary interest

and activity on the part of these learned men.

In various respects the Library is specially equipped for advanced students of English. For example, there is a considerable Byron collection, including early editions and Byroniana, a strong collection of early editions of Shelley and of Shelleyana, a Tennyson collection embracing most of the early editions and important critical works, and also a very valuable set of Dante Gabriel Rossetti manuscripts. The Library contains, further, an exceptionally full run of eighteenth-century and early nineteenth-century periodicals, both English and American, which offer material for extensive study of the literary history of the period. For American literature there is a large quantity of Thomas Holley Chivers manuscripts, the Paul Ham-

ilton Hayne library of some two thousand volumes, and a fairly large number of books by Southern writers. Other fields, moreover, are well represented: a large number of Elizabethan and Restoration plays (including first and early editions), many of the most important works for a study of Milton's background, a specially large collection of books valuable to the student of the relations of mediaeval and Renaissance politics and ethics to literature, and a foundation (in connection with the historical collections) for the general study of the mediaeval literature

Through the recent acquisition of a large Goethe collection of some 800 volumes and the addition of 3,000 volumes to the Scandinavian section, the Department of Germanic Languages and Literatures has considerably increased its research facilities.

Its library is particularly strong in mediaeval and early modern source material and in eighteenth century literature. The nineteenth and twentieth century fields are well repre-

sented and are being built up with great rapidity.

One of the most valuable possessions of the Library is the Lanson collection in French literature, consisting of 9,000 volumes and 2,000 monographs and brochures. This collection includes authors and works from the fifteenth century to the present, together with the most useful critical volumes on authors and their works. The material on Voltaire and Rousseau is especially comprehensive and valuable. There are in the collection many early editions and rare volumes of the sixteenth, seventeenth, and eighteenth centuries. This collection was Professor Lanson's private library and will give the Duke University Library very superior facilities for students of French literature.

The Library collection of Latin material is rather well selected. On the side of literature it is reasonably well equipped. Some noticeable lacunae in periodicals, reference works, etc., are being filled in gradually as opportunity occurs.

The Greek section of the Library is mainly a research library, equipped for the investigator rather than the undergraduate student. The works of German scholars predominate over those of Americans and Englishmen. While the Library has the critical editions and annotated texts of all the Greek authors of the classical period and of many postclassic writers, it can

boast of the completeness of its collection of books and dissertations on Thucydides, the orators, Plato, and Aristophanes, these authors being the center of work in the Greek seminar in successive years. It has the Teubner, Oxford, and Budé texts of the more important Greek writers, the usual works of reference like Pauly-Wissowa, a rapidly growing library on archaeology including the Corpus of Greek Inscriptions, many of the current classical magazines of Europe as well as those of America, and it is fast acquiring complete sets of German, French, English, and American classical periodicals.

In the Natural Sciences the development of laboratory and library facilities has occurred simultaneously. In the field of Mathematics the Library contains files of all the American Mathematical periodicals, a majority of the British publications, and some of the German and French periodicals. A number of the fundamental books and treatises are available to the student

and this number is rapidly increasing.

The departmental library in chemistry is housed in a large well lighted room in the chemistry building and provides ample reading space and stacks. The library of the department includes back files (complete in all but a few instances) of all the important chemical journals. The volumes in this library together with those relating to chemistry in the adjacent Medical School and physics libraries make the chemistry collection at the University the leading one in the South as shown by the results of a study made by the National Research Council and published in the October, 1930, Journal of Chemical Education. The combination of thoroughly adequate laboratory facilities and an excellent library offers an unusual opportunity for graduate study and research in chemistry.

The departmental library in biology and botany contains a large number of current periodicals and back files of all important journals. Recently there has been purchased the library of Dr. L. O. Howard of Washington, D. C. His books on the

mosquito and other insects are of particular interest.

The establishment of a School of Forestry has resulted in a library purchase of 4,000 volumes and pamphlets from the Yale School of Forestry. This collection is considered an excellent one and makes a good nucleus for the forestry library.

In physics a commodious departmental library under the direction of a trained librarian is located on the second floor of the Physics Building. Thirty-five current periodicals in the field of physics are provided and the collection of the back files of these periodicals is growing rapidly. The most important of the complete sets are now available. These periodicals are supplemented with a number of publications to be found in other departmental libraries and in the main library.

### NEW SCIENCE LABORATORIES

New laboratory buildings have been erected on the West Campus in biology, physics and chemistry. Graduate students will find available the most modern equipment and facilities for research. In addition to the provision of modern apparatus. large sums have recently been expended to purchase important additions to the collections of scientific periodicals and publications in the departmental libraries, the University Library. and the Hospital Library.

In the School of Medicine elaborate facilities are provided for post graduate research in the various branches of medical science. Especial attention will be given to training in preventive medicine and public health work.

#### BIOLOGICAL LABORATORIES

The biology building on the West Campus contains three refrigerated rooms, an incineration room, a work shop, an aquarium room, five animal rooms connected with outside vards. and eight dark rooms. Special laboratories are provided for advanced work in plant and animal physiology, parasitology, cytology, taxonomy, bacteriology, ecology, histology, mycology, anatomy, embryology, endocrinology, entomology, and forestry. A large greenhouse gives adequate space for experimental work and propagation. There is a small synoptic museum and an herbarium. Dr. Irving E. Grav is the curator of the biological museum. On the East Campus quarters are provided for women and a small greenhouse is conveniently located beside the science building.

Laboratories and rooms for students doing research are equipped with vacuum, compressed air, direct and alternating current, gas, and running water. Proper equipment and supplies for biological work, such as microscopes, ovens, baths,

nets, kymographs, motors, chemicals, and glassware are available

Artificial lakes, streams, and the Duke University Forest are on the campus and furnish excellent collecting grounds. The woodlands are under the management of the Forestry Department. Duke University is situated in the Piedmont Region, between the mountains and coastal plain. This gives easy access to a variety of plants and animals. North Carolina is the home of the tulip tree, holly, rhododendron, mountain laurel, flowering dogwood, several species of insect-catching plants, cypress, and other interesting plants. Among the animals are a varied assortment which range from marine to truly montaine species. In the woods about the University are opossums, squirrels, cardinals, Carolina wrens, several species of salamanders, king snakes, and terrapins.

# CHEMISTRY LABORATORIES

Graduate work in chemistry is carried on in a new building which has a floor area of about 57,000 square feet. The equipment of this building is modern in every respect. Of this total space a large proportion is available for research and advanced teaching. There are twenty-five double research rooms completely equipped with the usual services. In addition the following specially designed rooms are available for present or future research as indicated: A low temperature room, photographic room, constant temperature room, gas analysis room, combustion room, bomb room, animal room, and rooms equipped for high vacuum, X-ray, and photochemical investigations.

A glass blowing room and a well-equipped shop operated by a competent mechanic provide facilities for the construction of special apparatus and for the repair and maintenance of instruments.

# PHYSICS LABORATORIES

The physical laboratory contains approximately an acre of floor space which is devoted to instruction and research. For purposes of instruction it has two lecture halls, four recitation rooms, five large laboratories, and a number of smaller laboratories for advanced courses. On the first floor are located the office and research rooms of the departmental staff. On the third floor about 10 rooms are set aside for research. All

instructional and research laboratories are provided with compressed air, vacuum, gas, D.C. and A.C. circuits of various characteristics supplied through five trunk lines from the main switch board. All research rooms in addition, have one high potential and two low potential circuits. Several outlets in each room from the house lighting service are provided.

For the development of instructional and research apparatus a large shop has been located on the first floor for the exclusive use of instrument makers, and adjacent to this is a students' shop operated under the direction of the mechanic. This is made accessible to graduate students in physics. A collection of important apparatus for the exclusive use of research is being gathered in a research store room which is to be in the custody of an expert repair man. A freight and passenger elevator makes conveniently accessible all parts of the laboratory.

The laboratory is at present provided with exceptional facilities for research in the field of radiation and electricity. Among the instruments of precision in the spectroscopic laboratory there is available for students' use an E-1 Hilger spectrograph, and E-316 Hilger spectrograph, and several Hilger instruments of the fixed arm type. A Rowland concave grating of 10 ft. radius and of 14.434 lines per inch of surface is equipped with a Brashear mount. An Eschelon spectroscope. a Lummer-Gherike plate, Michelson and Fabry and Perot interferometers, and a Moll microphotometre from Zipp and Sons of Delft are provided. Various types of mechanical and diffusion air pumps, including a Holweck pump, are installed for use in research. A Hilger micrometer comparator which reads directly to 0.001 mm, is used in the measurement of spectrographs. Sufficient photographic dark rooms are conveniently located. In the fields of electricity the laboratory is supplied with various types of potentiometers, electrometers, high sensitivity galvanometers, and other devices for the precision determination of resistance, current, and potential difference.

#### GRADUATE DORMITORIES

Two sections of the new dormitories on the West Campus have been reserved for graduate men. Board can be secured at the Union building, which also has unusually attractive provisions for social intercourse and activities. Graduate women

will find dormitory accommodations of the highest type on the East Campus. The Union building on the East Campus furnishes meals at reasonable rates and serves as a center of campus life.

#### GRADUATE CLUB

One of the active organizations of the University is the Graduate Club. Its meetings are held monthly and are devoted to the professional and social interests of graduate students. Many eminent speakers have addressed the club at meetings open to the public. Recent speakers have been Professor A. S. Pearse, Professor W. A. Brownell, Professor Charles A. Ellwood from the Duke University faculty, and Professor Edward S. Corwin of Princeton University. Mr. R. O. Rivera was president of the Graduate Club during the year 1930-31.

# FELLOWSHIPS AND SCHOLARSHIPS

For the assistance and encouragement of graduate students of high character and marked ability, the University has established a considerable number of fellowships and scholarships. The Angier B. Duke Memorial, Incorporated, awards an annual fellowship of one thousand dollars to a graduate student of exceptional merit. Two University fellowships of eight hundred dollars each, seven University fellowships of seven hundred and fifty dollars each, and eighteen University fellowships of six hundred and fifty dollars each have been established. There are also twenty graduate scholarships of three hundred and fifty dollars each. Holders of fellowships and scholarships will be expected to pay the tuition fee and such additional fees as are regularly required. Applications for these appointments should be made on or before March 15 of each year. In case vacancies occur, applications submitted on a later date will be considered.

There are also a number of graduate assistantships open in the various departments with compensation ranging from \$350 to \$800. Graduate assistants are under obligation to give part of their time to such work in the departments as may be assigned to them. They will usually be unable to carry a full program of study. Information regarding fellowships, graduate

scholarships, and graduate assistantships, together with application blanks, may be obtained from the Dean of the Graduate School, Duke University, Durham, North Carolina,

# ENCOURAGEMENT OF RESEARCH

The President of the University appoints annually a Faculty Committee on Research consisting of three members, the President himself being a fourth member ex-officio. On April 1 of each year the Chairman of the Committee on Research receives written applications from members of the Faculty for stipends for the encouragement of research. Amounts granted may be expended for the employment of research assistants, or for the purchase of books, apparatus, and materials. The amount of the stipend may not exceed five hundred dollars. Each member of the Faculty to whom a research stipend is granted must within twelve months make a written report of the progress of his investigation.

# UNIVERSITY PRESS

The Duke University Press affords facilities for the publication of many scholarly books and articles. The press issues four quarterly reviews: The South Atlantic Quarterly, The Hispanic American Historical Review, American Literature. and the Ecological Monographs.

A list of the publications of the Duke University Press may be obtained from the Manager of the Press, Durham, North

Carolina

# REQUIREMENTS FOR ADMISSION AND DEGREES

# ADMISSION TO GRADUATE COURSES

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. Admission to graduate courses does not necessarily imply admission to candidacy for a degree. A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

No college or university work taken before the bachelor's degree is conferred, or fully earned, may be credited toward an advanced degree except under the following circumstances: A student of Duke University who lacks at the beginning of a term not more than nine semester-hours of fulfilling the requirements for the bachelor's degree may obtain permission from the Dean of the Graduate School to take during the term graduate courses sufficient to bring his total work to fifteen hours a week. Such graduate courses will be credited toward the degree

of master of arts or master of education.

No graduate student may register in one academic year for more than twenty-four semester-hours of work and a thesis.

# ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of the instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

# ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

#### THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work. Twice a year at stated times the language examinations will occur. The French examinations will be given the first week in November and the first week in March while the German examinations will be given the second week in March.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved preliminary courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

# MINIMUM RESIDENCE REQUIREMENT

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each.

# SPECIAL REQUIREMENTS FOR CANDIDATES FOR THE A.M. DEGREE IN THE SCHOOL OF RELIGION

Students in the School of Religion may become candidates for the degree of Master of Arts under the following regulations:

After a student in the School of Religion has completed a period of one academic year in residence in the Duke University School of Religion, or in an approved school of similar standing, and has secured thirty semester-hours of credit in studies approved by the faculty of the School of Religion, he may apply to the faculty of the School of Religion for permission to become a candidate for the A.M. degree. If he has maintained a creditable standing in the first year's work of the School of Religion he may be recommended by the faculty of the School of Religion to the Graduate Council for admission to the Graduate School of Arts and Sciences as a candidate for the degree of Master of Arts.

The student shall in the ensuing year take twelve semester-hours of work and write a thesis for the A.M. degree in some department of the School of Religion in which he has previously received six semester-hours of credit for resident work. In addition, the student shall take twelve semester-hours of work in related departments of the School of Religion, or in related departments offering graduate courses in the other schools of the University. The student's selection of courses shall be approved by the faculty of the School of Religion and by the Graduate Council.

In all other respects the candidate for the A.M. in the field of religion shall conform to the usual regulations of the Graduate Council, such as the approval by the Graduate Council of all courses in the School of Religion for which graduate credit is asked, the prerequisites in foreign languages, and the examination of the thesis.

Students who are recommended to the Graduate Council by the faculty of the School of Religion as candidates for the A.M. degree under the above plan shall be registered for the following year in the Graduate School of the University. They may also be registered in duplicate in the School of Religion for such part of the year's work as will be accepted by the faculty of the School of Religion toward the degree of Bachelor of Divinity.

# DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history of education, educational sociol-

ogy, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

#### THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Three bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

#### SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

# CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

#### THE DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or

enter into correspondence with, the Dean of the Graduate School or the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

The Council on Graduate Instruction has adopted the following regulations governing the conferring of the degree of

doctor of philosophy:

1. The Degree. The degree of doctor of philosophy is a research degree; it is not based merely upon the completion of a prescribed period of study or upon the obtaining of credit for a given number of courses. The granting of the degree will be based primarily upon evidence of high attainments in a special field of knowledge and upon the production

of a thesis embodying the results of original research.

- 2. Residence Requirements. The normal period of resident graduate study, after the general requirements of admission to the Graduate School have been satisfied, is not less than three academic years. The candidate will be required to spend at least either the last year in actual residence at Duke University, or the first two years. A student whose undergraduate work is insufficient in amount or unsatisfactory in character may expect to spend additional time in preliminary courses essential as a basis for the graduate work he proposes to undertake. Credit for one year of work done in summer school sessions may be given with the approval of the Graduate Council and of the department in which the student takes his major work. Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.
- 3. Application for Candidacy for the Ph.D. degree. A student desiring to become a candidate for the Ph.D. degree is ordinarily required to file with the Dean of the Graduate School, not later than the beginning of the second year of graduate work, a formal application indicating in what department and under what professor he proposes to carry on research. A committee will then be appointed to supervise the student's work, with the professor in charge of his research as chairman. If and when the committee finds that the preliminary requirements of the major department have been satisfied, the chairman of the committee shall report the fact in writing to the Dean of the Graduate School. The student's program of study will be arranged after consultation with this committee and must secure its approval. In the case of students who come to Duke University for only the last year of graduate work, and in special cases approved by the Graduate Council, the application for recognition as a candidate for the Ph.D. degree may be filed later than provided above, but not later than October 15 of the academic year in which it is desired that the degree be conferred.
- 4. Preliminary Examination. Toward the end of the second full year of graduate work (or in special cases at the beginning of the third year), a preliminary examination of each candidate will be held covering

the general field of his major subject. This examination will be conducted by the committee in charge of the student's work and will be either oral or written, or both, as the committee may determine. A student who passes this examination will be recognized as a candidate for the Ph.D. degree. At the discretion of a candidate's committee, the examination on his minor subject or subjects may be held at the time of his preliminary examination instead of at the time of his final examination

5. Program of Study. The program of study of an applicant for the Ph.D. degree is subject to the approval of the Graduate Council and of the committee provided for in Section 3 above. The student must select a major field and one or two minor related fields. When a department offers instruction in a sufficient variety of subjects and the needs of the individual student seem to require it, the Graduate Council may

permit a major and minor to be taken in the same department.

6. Foreign Language Requirements. A reading knowledge of French and German will ordinarily be required. A substitution for one of these languages may be made, however, by the consent of the Graduate Council and of the department in which a student takes his major work. The student will be examined on one of the foreign languages at the beginning of his second year of graduate work, and must have qualified in both by the end of the second year of his graduate work. The department in which he takes his major work may indicate preference as to the language in which the student shall first be examined. Foreign language examinations will be conducted by the appropriate language department in conjunction with the department in which the student has his major field of work.<sup>1</sup>

7. Thesis. The thesis for the Ph.D. degree must be a contribution to knowledge. The subject of the thesis must be filed with the Dean of the Graduate School on or before October 15 of the academic year in which the candidate desires to take the final examinations for his degree. The subject must receive the written approval of the head, or chairman, of the department in which the candidate has his major field of work and also of the professor under whom the thesis is being written. The thesis must be completed to the satisfaction of the professor under whom it is written, and three typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before May 1, if the student desires to be examined on the thesis in the same academic year. The title page must be approved by the major department and by the Dean of the Graduate School.

The candidate's thesis must be published either in its original form or in a modified form approved by the Dean of the Graduate School and the committee in charge of the candidate's work. The degree will not be conferred until publication of the thesis within two years, in approved form, has been guaranteed in a way satisfactory to the Dean of the Graduate School and the professor under whom the thesis was written.

8. Final Examination. The final examination on the thesis and on the subject matter of the major and minor fields will be oral. The

<sup>&</sup>lt;sup>1</sup> See University Calendar, pages 5 and 6.

examination on both thesis and major and minor work will be held at the same time unless otherwise arranged by special permission of the Graduate Council.

# THE TRAINING OF COLLEGE TEACHERS

College and preparatory schools are constantly calling upon the university graduate schools for efficient teachers. The Duke University Graduate School will endeavor to discover among the candidates for advanced degrees those students who show promise of becoming good teachers. Provision will be made in the various departments for the consideration and discussion of problems of teaching. Graduate students who expect to teach will be given opportunity to gain practical experience under the supervision of successful teachers. The Graduate School will keep such records as will enable it to recommend with confidence students who are likely to prove efficient as teachers. An appointment bureau is maintained by the University, the services of which are extended to all graduate students.

# THE GRADING OF GRADUATE STUDENTS

Members of the faculty are expected to report the grades of graduate students promptly at the end of each semester on the cards provided for that purpose.

In the grading of graduate students, S or satisfactory shall represent work of an acceptable character, G or good shall be the next higher grade, and E or exceptional shall be the highest grade. F or failing indicates that the grade of the student is below passing. In a course in which both graduates and undergraduates are enrolled, the grade S shall represent approximately the degree of attainment marked 80 in the case of an undergraduate. A mark of "Incomplete" may be given when a student has failed, for an acceptable reason, to complete some portion of the required work in a course in which his standing is generally satisfactory. The student should arrange with the instructor to complete the remaining work of the course as promptly as possible.

# GENERAL REGULATIONS

Not more than twenty-five students are permitted in a class giving graduate credit, nor are undergraduate students below the senior year permitted in such a class. Exceptions to this

rule may be made by special permission of the Graduate Council on recommendation of the department concerned.

In courses exclusively for graduates, students may be given extra credit in semester-hours for extra work done with the approval of the Graduate Council on recommendation of the department.

# COURSES OF INSTRUCTION

Unless otherwise stated all courses listed in this catalogue will be given on the West Campus.

# DEPARTMENT OF BIOLOGY

(Certain undergraduate courses are open to graduate students with the approval of the department. See the "Bulletin of Undergraduate Instruction.")

#### BOTANY

#### FOR SENIORS AND GRADUATES

- 201. Cytology.—A study of the plant and animal cell. Laboratory, lectures, and conferences. 4 s.h. Assistant Professor Avery Prerequisites, Botany 1 and 2, Zoölogy 1 and 2, and one other course of intermediate grade.
- 202. Inheritance and Variation.—A study of the principles of inheritance and variation in plants and animals. Laboratory and lectures. 4 s.h.

  PROFESSOR BLOMQUIST
- 203. Plant Anatomy.—An introduction to general plant anatomy with some reference to cultivated plants. Laboratory and conferences. 4 s.h.

  Assistant Professor Avery

Prerequisites, Botany 1 and 2.

- 211. Structure and Classification of Algae.—Laboratory and lectures.
  4 s.h. Professor Blomquist
- 212. Structure and Classification of Liverworts and Mosses.—Laboratory and lectures. 4 s.h. Professor Blomquist
- 214. Structure and Classification of Ferns, Gymnospermae and Angiospermae.

  —Laboratory and lectures. 4 s.h. Assistant Professor Avery
- 221. Structure and Classification of Fungi.—Laboratory and lectures.
  4 s.h. Mr. Creager and Professor Wolf
- 222. Diseases of Plants.—Special reference to crop plants. Laboratory and lectures. 4 s.h. Professor Wolf

Prerequisites, Botany 1, 2, and 52.

- 225. Special Problems.—Hours and credit to be arranged. STAFF
- **251. Plant Physiology.**—Laboratory and lectures. **4 s.h.**Assistant Professor Avery

### FOR GRADUATES

311. Advanced Mycology.—Laboratory and lectures. 4 s.h.

Professor Wolf

- 312. Advanced Plant Pathology.—Laboratory and lectures. 4 s.h.
- 352. Advanced Plant Anatomy.—Structure and development of anatomy of economic plants. Second semester. 4 s.h. Assistant Professor Avery
  - 356. Taxonomy of Special Groups.—First semester. 4 s.h.

PROFESSOR BLOMOUIST

399. General Botanical Seminar.—One hour per week throughout the year. Required of all graduates majoring in botany. Seniors are invited to attend. Hour to be arranged. 2 s.h.

BOTANICAL STAFF

#### ZOOLOGY

#### FOR SENIORS AND GRADUATES

- 215. Cytology.—The structure and physiology of cells. Laboratory, lectures, and conferences. Prerequisite, Histology. Lecture, 10:40 A.M., Tuesday. Laboratory and conferences, 2:00 to 5:00 P.M., Tuesday and Thursday. 4 s.h. Assistant Professor Hopkins
- 222. Entomology.—The taxonomy, morphology, and physiology of insects; their theoretic and economic aspects. Offered in alternate years. 4 s.h.

  Dr. Gray

[Not offered in 1931-1932]

COURSES PRIMARILY FOR GRADUATES, BUT SOMETIMES OPEN TO SENIORS WITH ADEQUATE TRAINING

- **301.** Animal Behavior.—The development of mind in animals. Assigned readings, lectures, reports, and conferences. Offered in alternate years. **2 s.h.**Professor Pearse
- 303. Ecology.—Natural history of animals; relations to environment. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. Offered in alternate years. 2 s.h.

PROFESSOR PEARSE

[Not offered in 1931-1932]

- **304.** Advanced Parasitology.—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites. Offered in alternate years. **2 or more s.h.**PROFESSOR PEARSE
- 312. Morphology and Taxonomy of Protozoa.—Offered in alternate years 2 or more s.h.

  Assistant Professor Hopkins
  - 314. Physiology of Protozoa.—Offered in alternate years. 2 or more s.h.
    Assistant Professor Hopkins

[Not offered in 1931-1932]

- **323.** Advanced Physiology.—A presentation of some of the problems with which physiologists have been concerned during recent years. Lectures, conferences, and laboratory work. 4 s.h. Professor Hall
- 326. Experimental Embryology.—Lectures, assigned readings, and reports. In the laboratory a study is made of the effects of environment on various animals, including the frog, chick, and mammal. Offered in a ternate years. 2 or more s.h.

  PROFESSOR CUNNINGHAM

[Not offered in 1931-1932]

- 328. Endocrinology.—This course includes the structure, physiology, and embryology of the endocrine glands. The work consists of lectures, reading assignments, and reports. Offered in alternate years. 2 or more 8.h.

  PROFESSOR CUNNINGHAM
- 340. Germ Cells of Animals.—The origin, growth, and development of germ cells in various groups of animals. Lectures, reading, and discussion. Laboratory work involves studies in tracing the origin and history of mammalian germ cells. Offered in alternate years. 4 s.h.

PROFESSOR HARGITT

Prerequisites, courses in, or knowledge of, vertebrate anatomy, histology, and embryology.

341. Historical and Philosophical Zoölogy.—Readings and discussion. A critical study of the development of modern biological concepts and theories, their past and present significance. Offered in alternate years.

2 s.h. Professor Hargitt

[Not offered in 1931-1932]

- 352. Zoölogical Journal Club.—A weekly meeting of graduate students and faculty to hear reports and to discuss biological facts, theories, and problems. One hour a week throughout the year. Required of all graduate students who major in zoölogy. 2 s.h.
- 353-354. Research.—Students who have had proper training may carry on research under the direction of members of the faculty.

  Staff
- 355-356. Seminar.—Special seminar courses in particular fields are given by various professors when the number of students makes them desirable. Hours and credits to be arranged.
  - (a) Embryology and Endocrinology. Professor Cunningham
  - (b) Comparative and General Physiology. Professor Hall
    (c) Histology and Cytology. Professor Hargitt
  - (d) Protozoölogy. Assistant Professor Hopkins
  - (e) Ecology, Parasitology, and Behavior. Professor Pearse

#### DEPARTMENT OF CHEMISTRY

#### FOR SENIORS AND GRADUATES

215-216. Advanced Inorganic Chemistry.—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours. 6 s.h. T.Th. fourth period. Laboratory: F. 2-5.

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 1-2, 21, 30. Chemistry 261-262, advanced physics, and ability to read German are desirable.

231. Advanced Quantitative Analysis.—A continuation of course 30, involving some of the more difficult analytical methods, including quantitative organic analysis. One recitation and six laboratory hours. 3 s.h. Lecture: S. first period. Laboratory: T.Th. 2-5.

Assistant Professors Vosburgh and Bigelow

**232.** Instrumental Analysis.—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours. **3 s.h.** Lecture: S. first period. Laboratory T.Th. 2-5.

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 30, 261-262, and 231. Laboratory physics is desirable.

233. Microanalysis.—An introduction to the technique of qualitative and quantitative analysis of inorganic and organic materials using very small samples. Besides using the methods of Pregl and Emich for quantitative work, those of Chamot and Behrns-Kley for qualitative analysis will be practiced. Laboratory and conferences. 2 s.h. T.Th. 2-5.

Dr. Kiefer

Prerequisites, Chemistry 21, 30, and 151-2, and the recommendation of the department.

**241.** Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. **4 s.h.** Lecture: M.W. fourth period. Laboratory: T.Th. 2-5.

Professor Wilson

Prerequisites, Chemistry 30 and 151-152. Course 261-262 is desirable though not required.

244. Metabolism.—Open to students who have completed course 242 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. 4 s.h.

[Not offered in 1931-1932]

251-252. Intermediate Organic Chemistry.—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 253-254 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. 3 s.h.

Assistant Professor Bigelow

253-254. Advanced Organic Chemistry.—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include qualitative organic analysis, together with preparations of the more difficult type, requiring reference to the original literature. Lecture: T. third period. Laboratory: M.W.F. 2-5.

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisites, Chemistry 151-152 or equivalent, and a reading knowledge of German.

260. Colloid Chemistry.—An introductory study of the colloidal state of matter. Two recitations and three laboratory hours for one semester.

3 s.h. Lecture: M. W. second period. Laboratory: F. 2-5.

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 151-152 and 261-262. Calculus, Chemical Thermodynamics, and advanced physics are desirable.

**261-262.** Physical and Electro-Chemistry.—Fundamentals of general chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. **6 s.h.** Recitation: *T.Th. first period*. Laboratory: *F. 2-5*.

PROFESSOR GROSS AND DR. SAYLOR

Prerequisites, Chemistry 30, 151-152, college physics, and college algebra. Calculus is desirable but is not required.

271. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses, and other topics. One lecture. 1 s.h. S. fourth period.

PROFESSORS GROSS AND WILSON, ASSISTANT
PROFESSORS VOSBURGH AND BIGELOW

273-274. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. 2 s.h. F. fourth period.

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, DR. HAUSER AND DR. SAYLOR

275-276. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week, laboratory and conferences. 3 or 6 s.h.

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, DR. HAUSER AND DR. SAYLOR

Students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to seniors who have had courses 30, 151-152, and 261-262.

280. Teaching of Chemistry.—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study

necessary for the conference hour. One semester to be arranged with the Department, 2 or 3 s.h.

PROFESSOR WILSON

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

#### FOR GRADUATES

351-352. Advanced Synthetic Organic Chemistry.—Recent advances in certain selected fields such as medicinals, dyes, perfumes, terpenes, al-

kaloids, etc. will be discussed. The emphasis will be placed upon structure studies and synthetic methods. Lecture or seminar 1 hour each week. 2 s.h. S. second period.

Assistant Professor Bigelow

**361-362.** Chemical Thermodynamics.—A discussion of general chemical theory from the standpoint of thermodynamics. Three recitations. **6 s.h.** Offered in alternate years with Chemistry 363. M.W.F. first period.

PROFESSOR GROSS

363-364. Chemical Kinetics.—Theories of reaction velocity, catalysis, the theory of the solid state, the structure of atoms, and the radiation theory. Offered in alternate years with Chemistry 361. 6 s.h. M.W.F. third period.

Professor Gross

Prerequisite, Chemistry 6 or its equivalent.

**365.** Phase Rule.—A discussion of typical systems, isothermal curves, and space models. Three recitations. One semester—either fall or spring. **3 s.h.** M.W.F. second period.

ASSISTANT PROFESSOR VOSBURGH

# DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

#### FOR SENIORS AND GRADUATES

203. Money and Banking.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking. First semester. 3 s.h.

PROFESSOR GLASSON AND ASSISTANT PROFESSOR GRAY

235. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. Second semester. 3 s.h.

PROFESSOR GLASSON AND ASSISTANT PROFESSOR GRAY

- 237. American Federal Finance.—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public-debt administration, and budgetary procedure. First semester. 3 s.h. Assistant Professor Gray [Not offered in 1931-1932]
- 231. The Economic History of England.—A study of England since the eleventh century, treating the manorial system, the gilds, mercantilism, and the course of the commercial and industrial revolutions to the present. First semester. 3 s.h.

  Assistant Professor Roberts
- 238. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. Second semester. 3 s.h.

  Assistant Professor Roberts

239. Statistical Methods.—Statistical analysis as a tool in investigation; its limitations and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours' lecture and one laboratory period. First semester. 3 s.h.

ASSISTANT PROFESSOR GRAY

240. Statistical Analysis of Time Series.—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic phenomena. Prerequisite, course 239. Two hours' lecture and one laboratory period. Second semester. 3 s.h.

ASSISTANT PROFESSOR GRAY

- 254. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and in the United States. The structure, methods, and policies of modern unions. First semester. 3 s.h.

  PROFESSOR COTTON
- 255. Industrial Relations.—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 254 is a prerequisite for this course. Second semester. 3 s.h.

Professor Cotton

- 265. International Trade and Tariff Policies.—An analysis of the theoretical principles underlying international trade with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England from the eighteenth century to the present. First semester. 3 s.h.

  Assistant Professor Roberts
- 266. International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money régime, German reparation payments, and related problems. Second semester. 3 s.h.

Assistant Professor Roberts

- 267. Business History.—A study of money makers and money making from the late middle ages to 1913. Attention will be given to the economic phenomena, such as fluctuations of prices, business cycles, monetary inflation, technological progress and shifts in demands, markets and sources of supply—which have affected the accumulation of large fortunes. Attention will also be given to the relative profit of industries at different periods. 4 s.h.

  PROFESSOR HAMILTON
- 214. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism, and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. First semester. 3 s.h.

PROFESSOR HOOVER

215. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation

which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. Second semester. 3 s.h. PROFESSOR HOOVER

#### FOR GRADUATES AND SENIORS BY SPECIAL PERMISSION

210. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. 6 s.h.

PROFESSOR HAMILTON

212. Advanced Economic Theory.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. 4 s.h.

PROFESSOR HOOVER

249. Research in Corporation Organization and Finance.—Open to graduate students and, by special permission, to seniors who have completed creditably courses 104 and 144. Second semester. 2 s.h.

PROFESSOR GLASSON

275. Advanced Industrial Accounting and Management.—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost-accounting is worked by each student during the course. 6 s.h. PROFESSOR COTTON

Courses 105 and 7 are ordinarily prerequisites for this course.

#### POLITICAL SCIENCE

#### FOR SENIORS AND GRADUATES

208. American Constitutional Law and Theory.—Leading constitutional principles of American government, as developed through judicial interpretation, are studied. Emphasis is placed upon problems of current importance. The reading of cases is supplemented by lectures and assigned legal problems. First semester. 3 s.h. PROFESSOR WILSON

[Not offered in 1931-1932]

264. Railroad Regulation in the United States.—A study of the powers, activities, and inter-relationship of regulatory bodies, state and federal. The latter part of the course is given to an analysis of the Transportation Act of 1920 and to its administration up to the present time. Second semester. 3 s.h. PROFESSOR WILSON

[Not offered in 1931-1932]

209. State and Local Government in the United States.—The subject matter of this course covers the historical development of state and local governments, their present political organization and their relation to each other and to the federal government. Particular attention is given to the study of state and county government in North Carolina. First semester. 3 s.h. ASSOCIATE PROFESSOR RANKIN

294. Municipal Government and Administration.—A study of the general problems related to the structural system and activities of municipalities in the United States. Special reference is made to the problems of municipal government in North Carolina. Second semester. 3 s.h.

Associate Professor Rankin

- 223. Political Thought to the Seventeenth Century.—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, emphasis is placed upon the development of distinct concepts of far-reaching importance in political theory. First PROFESSOR WILSON semester. 3 s.h.
- 224. Modern Political Theory.—Political theories of the seventeenth. eighteenth, and nineteenth centuries are studied with particular reference to their influence upon American political thought. In the latter part of the course consideration is given especially to the modern idea of the state. Second semester. 3 s.h. PROFESSOR WILSON
- 225. American Political Parties and Practical Politics.-- A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. First semester. 3 s.h. ASSOCIATE PROFESSOR RANKIN

[Not offered in 1931-1932]

- 228. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States, Federal organs of government are treated historically and analytically. First semester. 3 s.h. Associate Professor Rankin
- 226. Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. Second semester. 3 s.h. Associate Professor Rankin
- 227. International Law and International Organization.—Elements of international law and the application of principles through judicial interpretation and in international negotiations, with particular attention to interpretation and application by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. 6 s.h. PROFESSOR WILSON

#### FOR GRADUATES

318. General Seminar in Economics and Political Science.—All graduate students with economics or political science as a major subject are members of this seminar. Reports of progress in research will be made, and there will be lectures and critical discussion by members of the department. T. at 7:30. 2 s.h.

# DEPARTMENT OF EDUCATION

# ELEMENTARY EDUCATION

207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite, teaching experience or six semester-hours of work in materials and methods. First semester. 3 s.h.

ASSOCIATE PROFESSOR CARR

[Not offered in 1931-1932]

- 212. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary schools. First semester. 3 s.h.
  [Not offered in 1931-1932]

  Associate Professor Carr
- 222. Methods of Teaching and Supervising the Fundamental Subjects.—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. Second semester. 3 s.h.

  Associate Professor Carr

[Not offered in 1931-1932]

232. Elementary-School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. Second semester. 3 s.h. Associate Professor Carr [Not offered in 1931-1932]

# EXPERIMENTAL EDUCATION AND EDUCATIONAL PSYCHOLOGY

- 206. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high-school subjects. 3 s.h.

  [Not offered in 1931-1932]
- 208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. Prerequisite, course 229. T.Th.S. first period. Second semester. 3 s.h.

  Assistant Professor Easley
- 209. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. M.W.F. first period. First semester. 3 s.h.

  Assistant Professor Easley
- 218. Educational Implications of Genetic Psychology.—Special section of course 118, intended primarily for graduate students, ordinarily not offered the same year in which 118 is given. T.F. 3:30-5. Second semester. 3 s.h.

  Professor Brownell
- 219. Experimental Education.—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the

general field of learning, the psychology of the school subjects, and related fields. M.W.F. fourth period. First semester. 3 s.h.

PROFESSOR BROWNELL

- 228. Psychology of Learning.—A study of different types of learning, the principles which underlie successful guidance of learning, and methods and conditions of learning, individual differences. Constant reference to experimental literature. M.W.F. first period. Second semester.

  3 s.h.

  ASSISTANT PROFESSOR EASLEY
- 229. Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. M.W.F. first period. First semester. 3 s.h.

  PROFESSOR BROWNELL
- 238. Investigations in Reading.— A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing diagnosis, and supervision; emphasis on problems requiring further investigation. Th. 3:30-5:30, S. fourth period. First semester. 3 s.h.

East Campus

ASSOCIATE PROFESSOR CARR

248. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. T.F. 3:30-5:00. First semester. 3 s.h.

(Campus to be selected)

PROFESSOR BROWNELL

318. Investigation of Study Problems.—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. T.Th.S. second period. Second semester. 3 s.h.

PROFESSOR BROWNELL

- 338. Research in Reading.—A course designed for students who have original problems in reading which they desire to investigate. Such studies may be either individual or coöperative. Education 238 is advised as a preliminary course, but is not required. T.Th.S. first period. Second semester. 3 s.h.

  Associate Professor Carr
- 348. Research in Arithmetic.—A course designed for students who have original problems in arithmetic which they desire to investigate. Such studies may be either individual or coöperative. Education 248 is advised as a preliminary course, but is not required. Th. 3:30-5:30, S. fourth period. Second semester. 3 s.h. Professor Brownell.

(Campus to be selected)

#### HISTORY AND PHILOSOPHY OF EDUCATION

- 200. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. T.Th.S. third period. First semester. 3 s.h. Professor Holton
- 214. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. First semester. 3 s.h. Professor Holton [Not offered in 1931-1932]
- 224. Current Problems in Public Education as Revealed through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. T.Th.S. third period. Second semester. 3 s.h. PROFESSOR HOLTON
- 234. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. First semester. 3 s.h.

  [Not offered in 1931-1932]

  PROFESSOR HOLTON
- 254. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. T. 3:30-5:30; S. second period. First semester. 3 s.h.

  PROFESSOR PROCTOR

#### PUBLIC SCHOOL ADMINISTRATION

- 213. Secondary School Organization and Administration.—A study of the outstanding problems of secondary-school organization and administration other than the problem of gradation and classification of pupils.

  Second semester. 3 s.h. Professor Proctor
- 233. Administrative Pupil-Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. First semester. 3 s.h. PROFESSOR PROCTOR

[Not offered in 1931-1932]

244. Studies in the Historical Development of Public-School Administration.

—An advanced course devoted to the development of public-school administration in the South, with especial reference to North Carolina as a type. First semester. 3 s.h.

PROFESSOR HOLTON

[Not offered in 1931-1932]

253. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law con-

trolling school administration, with special emphasis upon North Carolina materials. Second semester. 3 s.h. Professor Holton

[Not offered in 1931-1932]

- 323. Public School Finance.—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. Second semester. 3 s.h.

  [Not offered in 1931-1932]

  PROFESSOR PROCTOR
- **343.** State and County School Administration.—A study of state and county organization of public schools, emphasizing underlying principles. *M.* 3:30-5:30, S. first period. First semester. **3 s.h.**

East Campus

PROFESSOR PROCTOR

**363.** City School Administration.—A study of the organization and administration of city school systems, including administrative phases of supervision. Second semester. **3 s.h.** 

East Campus

PROFESSOR PROCTOR

#### SECONDARY EDUCATION AND EDUCATIONAL SOCIOLOGY

205. Sociological Foundations of the Secondary-School Subjects.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite, six semester-hours in education, including course 105. First semester. 3 s.h.

PROFESSOR CHILDS

[Not offered in 1931-1932]

215. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational guidance, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite, six semester-hours in educational sociology, preferably courses 105 and 205. Second semester. 3 s.h.

[Not offered in 1931-1932]

PROFESSOR CHILDS

- 226. The Teaching of High-School History.—Identical with History 212.

  The course counts as an elective in the Department of Education only when approved by the department and the instructor. First semester.

  Associate Professor Shryock
- 235. Principles of Vocational Education.—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. Second semester. 3 s.h.

  Professor Childs

[Not offered in 1931-1932]

- 246. The Teaching of Mathematics.—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. Second semester. 3 s.h. PROFESSOR RANKIN
- 266. The Teaching of High-School French.—Identical with French 218. Second semester. 3 s.h. PROFESSOR WERR

#### RESEARCH METHODS

200. Methods of Educational Research: Seminar.—Graduate students are instructed in methods of research as applied to selected educational problems. Each student must select for intensive study and practice a subject in which he is interested. First semester. 3 s.h.

[Not offered in 1931-1932]

MEMBERS OF THE DEPARTMENT

# DEPARTMENT OF ENGLISH

FOR SENIORS AND GRADUATES

201-202. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of Beowulf. 6 s.h.

PROFESSOR BROWN

203-204. Chaucer .- 6 s.h.

PROFESSOR BATIM

205-206. Middle English.—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language. 6 s.h. PROFESSOR BAUM

Students may elect English 205-206 without having studied either

Anglo-Saxon or Middle English.

207-208. English Literature, 1400-1550.-6 s.h.

PROFESSOR BAUM

209-210. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period, 6 s.h.

[Not offered in 1931-1932]

PROFESSOR BROWN

- 211. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. 3 s.h. PROFESSOR GILBERT
- 212. English Literature, 1625-1660.—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. 3 s.h. PROFESSOR GILBERT
- 213-214. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the

course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. 6 s.h.

PROFESSOR BROWN

- 215-216. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. 6 s.h. PROFESSOR GILBERT
- 217-218. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton. 6 s.h. Professor Gilbert
  - 219. English Literature, 1660-1744.-3 s.h.

PROFESSOR WHITE

220. English Literature, 1744-1798.-3 s.h.

PROFESSOR WHITE

**221.** The Drama in England, 1640-1770.—3 s.h. [Not offered in 1931-1932]

Professor Baum

- 223-224. Studies in the Romantic Poets of the Early Nineteenth Century.—
  This course considers in an exhaustive manner the works of some of the Romantic poets. 6 s.h.

  PROFESSOR WHITE
- 225-226. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. 6 s.h.

  PROFESSOR CHASE
  - 227. Literary Criticism.—A history of literary criticism to 1700. 3 s.h.

    Professor Gilbert
- 228. Literary Criticism.—A history of literary criticism from 1700 to the present. 3 s.h. Professor Gilbert

#### FOR GRADUATES

301. Bibliography and Methods of Research.—M.W. 3-4:30. 3 s.h.

PROFESSOR BAUM

This course or its equivalent is required of all candidates for higher degrees in English.

303-304. The Elizabethan Period.—This course considers in an exhaustive manner the works of some of the Elizabethan writers. 6 s.h.

PROFESSOR GILBERT

305. The Early Renaissance.—A seminar in the literature and language of the early Renaissance in England and Scotland. 3 s.h.

PROFESSOR BAUM

- 307-308. American Literature.—A seminar in American literature. 6 s.h.
  [Not offered in 1931-1932] Professor Chase
- 309. Chaucer.—Special studies in the works and language of Chaucer; lectures, reports, and a thesis. 3 s.h. Professor Baum

311-312. American Literature.— The first semester is given largely to the study of Poe, Hawthorne, Emerson, and Whitman; the second, to a study of the South and the West. 6 s.h.

PROFESSOR HUBBELL

# DEPARTMENT OF GERMAN

#### FOR SENIORS AND GRADUATES

201-202. Goethe.—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. 6 s.h.

PROFESSOR KRUMMEL

203-204. Leibnitz to Romanticism.—6 s.h. [Not offered in 1931-1932]

PROFESSOR VOLLMER

**205-206.** Middle High German.—6 s.h. [Not offered in 1931-1932]

PROFESSOR VOLLMER

207-208. German Romanticism.—The entire Romantic movement in Germany will be studied as a unit, and representative authors will be read.

6 s.h. Professor Vollmer

#### FOR GRADUATES

**301.** Gothic.—Phonology and morphology of Gothic as the basis of modern English and German. Reading of Ulfilas' Gothic version of the Bible. First semester. **3 s.h.**PROFESSOR VOLLMER

302. Old High German.—Grammar and reading of the very earliest High German literature. Second semester. 3 s.h.

PROFESSOR VOLLMER

#### DEPARTMENT OF GREEK

#### FOR SENIORS AND GRADUATES

201-202. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. 6 s.h.

PROFESSOR PEPPLER

203-204. Homer.—Odyssey. Pindar and Bacchylides. 6 s.h.

PROFESSOR PEPPLER

205-206. Greek Historians.—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. 6 s.h. Professor Peppler

207-208. Greek Orators.—Selected speeches. 6 s.h.

PROFESSOR PEPPLER

209-210. Plato.—Symposium, Phaedo, and parts of the Republic. 6 s.h.

PROFESSOR PEPPLER
(Only one of the five courses listed above is offered each year.)

243. Greek Archaeology.—The topography and monuments of Athens are studied, and other matters supplementary to course 141-142 are presented. Course 243 is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Course 141-142 is prerequisite. 3 s.h.

[Not offered in 1931-1932]

Assistant Professor Way

244. Greek Epigraphy.—The history of the alphabet is studied and extensive practice is afforded in reading inscriptional texts in the original characters. The various local peculiarities are carefully differentiated with the aid of facsimile reproductions. 3 s.h.

[Not offered in 1931-1932]

Assistant Professor Way

- 245. Greek Dialects.—Select transliterated inscriptions, illustrative of the major Greek dialects, are read and discussed with a view to developing a facility in reading original sources. On the philological side, an effort is made to trace the origin of the various dialectal forms from those of pre-ethnic Greek and to relate them, so far as possible, to the history of the language. 3 s.h.

  Assistant Professor Way
- 246. Greek Historical Inscriptions.—The more valuable historical inscriptions are read in chronological order, and their subject-matter carefully studied and interpreted in their general bearing upon the course of Greek history. In special instances, emphasis is laid upon the relation of inscriptional sources to literary sources. Course 131 is prerequisite. 3 s.h.

  Assistant Professor Way

#### FOR GRADUATES

301-302. Seminar in Aristophanes.—The student is required to read the eleven comedies, to prepare an analysis of one or two plays and discuss important literary and historical questions suggested by them, and to write critical and exegetical commentaries on selected passages. 6 s.h.

[Not offered in 1931-1932] Professor Peppler

303-304. Seminar in the Greek Historians.—Similar to course 301-302 in that the student reads prescribed portions of Herodotus and Thucydides, analyzes a book of Thucydides, and prepares commentaries on selected passages. 6 s.h.

PROFESSOR PEPPLER

[Not offered in 1931-1932]

305-306. Seminar in the Attic Orators.—The character of the work is similar to that of courses 301-302 and 303-304. 6 s.h.

PROFESSOR PEPPLER
Graduate students of Duke University may attend the American School of Classical Studies in Athens, Greece, without charge for tuition, and are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology

and one in the language, literature, and history of ancient Greece, each with a stipend of \$1,400, that are awarded mainly on the basis of examinations held in the beginning of March of each year.

# DEPARTMENT OF HISTORY AMERICAN HISTORY

FOR SENIORS AND GRADUATES

- 203. The Union, Confederacy, and Reconstruction.—Among the subjects considered are constitutional theories and sectional controversies, the rise of secession, the military strategy and conduct of the Civil War, constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. M.W.F. fourth period. First semester. 3 s.h. Professor Boyn
- 210. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the Confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. 6 s.h.

  PROFESSOR BOYD

[Not offered in 1931-1932]

- 230. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. M.W.F. fourth period. Second semester. 3 s.h.

  PROFESSOR BOYD
- 231. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. M.W.F. second period. First semester. 3 s.h.

PROFESSOR RIPPY

232. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. M.W.F. second period. Second semester. 3 s.h.

DR. LANNING

#### FOR GRADUATES

306. Southern History, 1763-1860.—The rôle of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are political ideals and political parties, southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. First semester, M.F. at 4-6. 4 s.h.

[Not offered in 1931-1932] Professor Boyd

- 307. The Colonial Period, 1606-1763.—Emphasis is placed on certain typical institutional and social origins and the development of British policy toward the colonies. M. 4-6. 4 s.h. Professor Boyd [Not offered in 1931-1932]
- 315. Seminar in Southern History.—Selected topics in the development of the South Atlantic region, chosen from year to year, in different periods in its development. W. 4-5. 2 s.h.

  PROFESSOR BOYD
- 321. Studies in the Diplomatic History of the United States.—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of South-American diplomatic relations and to investigate related topics in chosen fields from year to year. These fields are: (a) Independence movement of Latin America, (b) Latin-American Foreign Relations, (c) Sectionalism and American Foreign Relations. W. 4-6. 4 s.h.

  PROFESSOR RIPPY

#### EUROPEAN HISTORY

#### FOR SENIORS AND GRADUATES

204. English Constitutional History.—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of British government as it exists today. 6 s.h. Professor Laprade

[Not offered in 1931-1932]

217. Europe Since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. 6 s.h.

[Not offered in 1931-1932]

ASSOCIATE PROFESSOR CARROLL

218. The History of the European Proletariate.—This course is concerned chiefly with the origins, expansion, and organization of the industrial working classes of Europe. The following problems will be emphasized: the decline of serfdom, the growth of an urban working class, social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries.

[Not offered in 1931-1932]

ASSOCIATE PROFESSOR CARROLL

222. Early Modern History.—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. T.Th.S. first period. 6 s.h.

ASSISTANT PROFESSOR NELSON

223. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, the development of ecclesiastical, feudal, monarchical, and communal institutions, the relations of church and state, the use of universities, vernacular literature, philosophy, and art, 300-1300 A.D. T.Th.S. second period. 6 s.h.

ASSISTANT PROFESSOR MACKAY

#### FOR GRADUATES

**305.** A Seminar in the History of England and the British Empire.—The work consists of practical training in the methods of historical research based on sources for modern British history. F. 7-8. 2 s.h.

PROFESSOR LAPRADE

**325.** British Nationality and Public Opinion.—A study of the various political and social groups that have contended for the control of English politics and government since the sixteenth century, the methods by which they sought to exercise that control, and the resulting influence on national ideals. T. 4-6. 4 s.h. Professor Laprade

[Not offered in 1931-1932]

- 327. Modern Phases of the English Constitution.—A brief review of the medieval constitution, followed by a more intensive study of certain aspects of its development in the sixteenth, seventeenth, and eighteenth centuries. 4 s.h.

  PROFESSOR LAPRADE
- 328. Foundations of the British Empire.—The growth of the British trade and colonization in the sixteenth, seventeenth, and eighteenth centuries, including the causes in Great Britain of the American Revolution. T. 4-6. 4 s.h.

  PROFESSOR LAPRADE

[Not offered in 1931-1932]

#### THE TEACHING OF HISTORY

FOR SENIORS AND GRADUATES

212. The Teaching of History and Civics.—The work in the first semester consists of a discussion of the question of aims and values in teaching history and civics, textbooks, programs of study, methods of instruction, the use of maps and pictures, and some consideration of the problems of teaching history in the elementary schools. The second semester is devoted chiefly to the making and presenting of lesson-plans for use in the high school, to making assignments, and to other problems of high school teaching. T.Th.S. fourth period. 6 s.h.

ASSOCIATE PROFESSOR SHRYOCK

#### BIBLIOGRAPHY

FOR GRADUATES

326. Historiography and Bibliography.—A survey of the development of historical writing, and examination of the greater collections of historical sources, and a consideration of the inter-relationship of history and other branches of social knowledge. 2 s.h. Hours to be arranged.

MEMBERS OF THE DEPARTMENT

# DEPARTMENT OF LATIN AND ROMAN STUDIES

FOR SENIORS AND GRADUATES

201. Roman Fiction.—
[Not offered in 1931-1932]

202. Early Latin Christian Writers.—
[Not offered in 1931-1932]

**203-204.** Epic Poetry.— [Not offered in 1931-1932]

205-206. Roman and Dramatic Literature.—Select Comedies of Plautus and Terence, and select Tragedies of Seneca. M.W.F. fourth period.
6 s.h. Professor Anderson or Assistant Professor Gates

207-208. Roman Philosophy.—Lucretius: De Rerum Natura; selected readings from the philosophical works of Cicero and Seneca. M.W.F. third period. 6 s.h.

PROFESSOR ANDERSON OR ASSISTANT
PROFESSOR GATES

209-210. Vulgar Latin and Introduction to Romance Philology.—[Not offered in 1931-1932]

215. Introduction to Roman Archaeology and Art.—[Not offered in 1931-1932]

216. Topography and Monuments of Ancient Rome.—
[Not offered in 1931-1932]

FOR GRADUATES

**301-302. Roman Life.**—
[Not offered in 1931-1932]

**309-310. Sight Reading and Composition.**—[Not offered in 1931-1932]

**311-312.** Latin Inscriptions.—
[Not offered in 1931-1932]

**321-322. Seminar in Plautus.**—[Not offered in 1931-1932]

325-326. Linguistics.—The forms and flexions of Latin and Greek; the development of the study of syntax among the Greeks; the historical syntax of Latin. T.F. at 3. 6 s.h. Professor Anderson

331-332. Roman Historical Literature.—Comprehensive readings in the Latin historians; lectures and reports. (Does not duplicate course S331 offered in the Summer School.) T.Th. at 10:40. 6 s.h.

PROFESSOR ROSBOROUGH

341-342. The Alexander Romance.—The Romance in its original form and content; and its ramifications, accretions, and modifications in the

East, West, North, and South. Prerequisite: an undergraduate major, or its equivalent, in Latin or Greek, and a satisfactory reading knowledge of both languages. 6 s.h. Professor Anderson

351-352. Seminar.—Training in Criticism and Research.—The work will be based on Martial or Catullus. M.Th. at 3:00. 6 s.h.

PROFESSOR ROSBOROUGH

# DEPARTMENT OF MATHEMATICS

The department offers basic courses in each of the main divisions of mathematics; namely, algebra, analysis, geometry, and applied mathematics.

Because of the important mathematical literature which is written in the French and German languages, all students taking graduate work in mathematics should have a practical reading knowledge of these lan-

guages near the beginning of their graduate study.

As the Ph.D. degree is a research degree the original dissertation is the most important of the formal requirements. A candidate for the Ph.D. degree should have in mind the dissertation requirement from the outset and plan his courses accordingly. The department is at present best prepared to direct dissertations in analysis, though occasionally provision may be made for a dissertation in algebra or geometry.

The master's degree with major in mathematics will be awarded primarily on the basis of scholarship. For it the thesis may be an exposition of results already known. Each candidate for the master's degree must take a group of basic courses approved by the department.

Graduate students are expected to have undergraduate credit for a number of the courses listed below before they begin their program of graduate work. Students who have not had any of these courses and who desire to become candidates for the master's degree must take at least six semester-hours of such work in addition to the general requirements specified for this degree. This work should be done in the summer session prior to the year of residence.

All the courses listed will not be given every year.

#### FOR SENIORS AND GRADUATES

201. History of Mathematics.—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, and modern geometry. Brief sketches of the lives of the builders of mathematics will be given.

M.W.F. third period. 3 s.h.

PROFESSOR RANKIN

Prerequisite, course 30.

204. Teaching of Mathematics.\*—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. 3 s.h.

PROFESSOR RANKIN

Prerequisite, course 30.

<sup>\*</sup> This course carries graduate credit only for students whose major subject is education,

225. Theory of Equations and Determinants.-3 s.h.

Prerequisite, course 25.

ASSISTANT PROFESSOR DALE

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. 3 s.h.

PROFESSOR ELLIOTT

Prerequisite, course 30.

235. Modern Higher Algebra.—A study of linear dependence; solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, and bilinear forms. 6 s.h.

Prerequisite, course 25.

Assistant Professor Thomas

239-240. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. 6 s.h.

Professor Elliott

Prerequisite, course 30.

250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high school geometry. 3 s.h.

Prerequisite, course 25.

PROFESSOR RANKIN

255-256. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. 6 s.h. Assistant Professor Thomas

Prerequisite, course 25.

259-260. Analytic Geometry of Space.—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. 6 s.h.

Professor Elliott
Prerequisite, course 25.

- 275. Probability.—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, and the probability integral statistics. 3 s.h. Prerequisite, course 30.

  Assistant Professor Miles
- 276. Probability.—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, and applications. 3 s.h.

ASSISTANT PROFESSOR MILES

280. Fourier's Series and Spherical Harmonics.—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. Either semester. 3 s.h.

Prerequisite, course 30.

ASSISTANT PROFESSOR DALE

281. Elementary Potential Theory.—Fields of force: Newtonian potentials due to volume and to surface distributions. Primarily for students who are interested in mathematical physics. 3 s.h.

Prerequisite, course 30.

ASSISTANT PROFESSOR MILES

284. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. T.Th.S. first period. 3 s.h. PROFESSOR FLLTOTT Prerequisite, course 30.

#### FOR GRADUATES

- 325. Functions of a Real Variable.—A study of some of the modern theories of integration, particularly those of Lebesgue, Stielties, and Daniell M.W.F. second period 6 s.h. ASSISTANT PROFESSOR MILES Prerequisite, course 240.
- 330. Theory of Functions of a Complex Variable.-Study of analytic functions; conformal representation; the theory of infinite series and products with application to hyperbolic and Gamma functions: study of double-periodic functions. T.Th. afternoon, 6 s.h.

Prerequisite, course 240.

ASSISTANT PROFESSOR THOMAS

335-336. Infinite Series.—The theory of convergence and the algebraic and functional properties of series; special types of series; infinite products; divergent series. M.W.F. third period. 6 s.h.

Prerequisite, course 239-240.

ASSISTANT PROFESSOR DALE

- 340. Integral Equations.—A study of the Volterra and Fredholm integral equations with special reference to their application to boundary problems of differential equations. 6 s.h. PROFESSOR ELLIOTT Prerequisites, courses 231, 239-240.
- 342-343. Theory of Differential Equations.—Existence and nature of solutions of ordinary differential equations, algebraic theory of linear differential systems, and boundary problems. 6 s.h. PROFESSOR ELLIOTT Prerequisites, courses 231, 239-240.
- 345. Calculus of Variations.—This course will take up the study of the calculus of variations after the methods of Euler, Jacobi, Weierstrass. ASSISTANT PROFESSOR HICKSON and Bolza. 6 s.h.

Prerequisite, course 239-240.

350. Differential Geometry.—An elementary course in differential geometry. A study of the differential geometry of curves, surfaces, and curves on surfaces. 6 s.h. ASSISTANT PROFESSOR THOMAS

Prerequisites, courses 231, 239-240.

355. Algebraic Geometry.—The general theory of algebraic curves with applications to cubic curves. Study of certain types of transformations.

Assistant Professor Dale

Prerequisite, course 255.

375. Partial Differential Equations.—A study of some of the important types of differential equations of mathematical physics. 6 s.h.

Prerequisites, courses 231, 239-240. Assistant Professor Miles

**380-381. Potential Theory.**—Properties of harmonic functions. Boundary value problems for potentials of a single and of a double layer. **6 s.h.**Assistant Professor Miles

Prerequisite, course 325, unless the two courses are taken simultaneously.

# DEPARTMENT OF PHILOSOPHY

FOR SENIORS AND GRADUATES

201-202. The Philosophy of Art.—Study of the various phases of the aesthetic experience and forms of beauty with analysis of examples. Particular attention will be given to recent writers on aesthetics. Lectures, discussion, and reports. T.Th.S. first period. 6 s.h.

PROFESSOR GURERT

203-204. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbook. Text used: Everett's The World of Values. T.Th.S. fourth period. 6 s.h.

PROFESSOR CRANFORD

205-206. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, and reports.  $M.W.F.\ third$  period. 6 s.h. Professor Widgery

[Not offered in 1931-1932]

2	207-20	08.	Politi	cal	Philosophy6	s.h
1	Not	off	ered	in	1931-1932]	

Professor	

209-210. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, and reports. M.W.F. third period. 6 s.h.

PROFESSOR WIDGERY

211-212. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of the

nineteenth century. Lectures, study of texts, and reports. M.W.F. fourth period. 6 s.h. Professor Widgery

- 213-214. History of Aesthetic.—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. M.T.Th. fourth period.

  6 s.h.

  PROFESSOR GILBERT
- 215-216. Contemporary Philosophy.—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discussions, and reports. M.W.F. fourth period. 6 s.h.

[Not offered in 1931-1932]

PROFESSOR WIDGERY

217-218. Plato and Aristotle.—T.Th.S. second period. 6 s.h.

Assistant Professor —

219-220. Stoics, Epicureans, Eclectics, and Neoplatonists.—6 s.h.
[Not offered in 1931-1932] ASSISTANT PROFESSOR ———

**221.** Spinoza.—Detailed study of Spinoza's works showing the development of his own thought and his relation to his contemporaries. Lectures and reports. M.W.F. fourth period. **3 s.h.** Professor Gilbert

**222.** Kant.—
[Not offered in 1931-1932]

PROFESSOR CRANFORD

223. Idealism and Rationalism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. T.Th.S. third period. 3 s.h.

PROFESSOR CRANFORD

224. Realism and Empiricism.—3 s.h. [Not offered in 1931-1932]

Professor -

225. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smythe's Christian Ethics.

7. Th.S. third period.

Refersor Cranford

**226.** Outlines of the History of Ethics.—3 s.h. [Not offered in 1931-1932]

PROFESSOR WIDGERY

#### FOR GRADUATES ONLY

301-302. Seminar in Advanced Logic.—Time to be arranged.

Assistant Professor—

303-304. Seminar in Philosophy.—For the discussion of special problems, chiefly metaphysical. Two hours a week throughout the year. 4 s.h. Professor Widgery

# DEPARTMENT OF PHYSICS

#### FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students but are open to graduate students. An elementary knowledge of the calculus and credit for 12 semester-hours in physics is presumed in all of the following courses.

201-202. Principles of Radio Transmission and Reception.—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators and transformers, and the various methods of detecting electro-magnetic waves. 6 s.h.

Assistant Professor Collins

Prerequisites, course 207 or its equivalent and the calculus.

- 203-204. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. 6 s.h.

  Assistant Professor Collins
- 205. Physical Optics.—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The laboratory work is based on Taylor's Advanced Optics. Two lectures and one 3 hour laboratory period per week. 3 s.h.

  PROFESSOR HATLEY
- 206. Modern Physics.—A lecture course consisting of a rapid review of the entire field of physics with special emphasis on the outstanding experiments underlying modern physics. 3 s.h. Professor Hatley
- 207-208. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as a basis for the lectures. Three lectures per week throughout the year. 6 s.h. Dr. Constant
- 209. Thermodynamics.—Thermodynamics is the science on which is based all of the physico-chemical sciences. This introductory course deals with basic principles freed from all unnecessary complications. Hence, it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. 3 s.h.

  PROFESSOR EDWARDS

[Offered in alternate years with course 207-208]

211-212. History of Physics.—A rapid review of the fundamental laws of physics developed from the historical point of view. 2 s.h. First or second semester.

Professor Edwards

#### FOR GRADUATES

301-302. Advanced Physical Laboratory.—Mechanics, heat, radiation, electrical measurements, ionization, and radio activity. This course involves exact measurements in all the fields indicated. Classical experiments are repeated by much the same methods as were employed by the original investigators. Two laboratory periods and one conference period per week. 6 s.h.

Dr. Constant, Assisted by Staff

**303-304.** Kinetic Theory of Gases and Statistical Mechanics.—Fundamental ideas of equations of state, laws of gases, Maxwell's distribution law, viscosity, diffusion, thermal conductivity, and specific heat.

In the second semester a comparison will be made of the methods of ordinary and statistical mechanics. Properties of statistical ensembles will be discussed with applications to the Maxwell-Boltzmann distribution law, energy partition, etc. Modifications brought about by quantum theory will be discussed and applied to specific heats, the absorption and emission of radiation, and collisions of the first and second kinds. 6 s.h.

To alternate with Physics 315-316.

# Assistant Professor Nielsen

physics and serves as an introduction to the mathematical theory of dynamics, electricity and magnetism, hydro-dynamics, thermodynamics, and kinetic theory. 8 s.h.

Assistant Professor Nielsen

307-308, Light,-6 s.h.

PROFESSOR HATLEY

- 309. Conduction of Electricity Through Gases.—Electron theory of gaseous conduction. First semester. 3 s.h. Professor Edwards
- 312. Spectroscopy.—A laboratory course interspersed with occasional lectures dealing with standard practice in spectroscopy. Second semester, M.W.F. at 8:40. 3 s.h. Professor Edwards
- 313-314. Thermionic Vacuum Tubes and Radio-Frequency Measurements.

  —A laboratory course in radio measurements. Course 201-202 is a prerequisite of this course. 6 s.h. Assistant Professor Collins
- 315-316. Quantum Theory.—The application of quantum theory to the interpretation of line and band spectra, their fine and hyperfine structure, Zeeman effect and Stark effect. The first part of the course will present the approximate mechanical models of atoms and will be followed by applications of wave mechanics to atomic structure. To alternate with Physics 303-304. 6 s.h.

  Assistant Professor Nielsen
- 317. Advanced Dynamics.—A course dealing with the more advanced phases of dynamics and considering such topics as Hamilton's Principle,

generalized coördinates, oscillatory and cyclic motion, criteria of equilibrium, and the Newtonian potential theory.

Prerequisites, Advanced calculus and Physics 203-204 or its equiva-

lent. Differential equations may be taken concurrently. 3 s.h.

Dr. Covers

DR. CONSTANT

- 320. X-Rays and Radioactivity.—The properties of X-rays are interpreted in terms of the interaction between radiation and electrons, and recent theories of atomic structure. A short study of crystal structure is included. The structure of the atom is further developed on the basis of radioactivity.

  3 s.h.

  Dr. Constant
- 321-322. Electrodynamics.—A theoretical study of electromagnetic fields based on the special theory of relativity. The fundamental laws of electricity and magnetism are deduced, and the field, motion and radiation of a moving electron are studied. Applications to recent experiments are included. A short introduction to vector analysis is given.

  6 s.h.

  DR. CONSTANT
- 350. Physics Seminar.—Advanced study in various fields of contemporary physics. Topics will vary from year to year. The program for 1931-32 will be selected from the following: (a) The Electron Theory of Solids (Edwards); (b) The Raman Effect and its application (Hatley); (c) Applications of Wave Mechanics to Problems in Modern Physics (Nielsen); (d) Applications of the Thermionic Vacuum Tube to Modern Research (Collins); (e) Recent Studies in Magnesium (Constant). 2 s.h.

THE STAFF

#### DEPARTMENT OF PSYCHOLOGY

First semester courses have odd numbers; the second semester courses have even numbers.

#### FOR SENIORS AND GRADUATES

201. Social Psychology.—T.Th., second period. 2 s.h

PROFESSOR McDougall

203. Psychology of Aesthetics.—T.Th.S., third period. 3 s.h.

Associate Professor Lundholm

205. Psychology of Reasoning.—M.W.F., fourth period. 3 s.h.

Assistant Professor Rhine

- 206. Psychology of Character and Conduct.—M.W.F., fourth period.

  3 s.h. Assistant Professor Rhine
- 207. Advanced Laboratory Psychology.—M.W.F., fifth and sixth periods.

  Assistant Professor Zener
- 208. Neurological Foundations of Psychology.—M.W.F., fifth and sixth period. 4 s.h.

  Assistant Professor Zener

209A. Advanced Experimental Psychology.—T.Th.S., first period. 3 s.h.
Assistant Professor Zener

210. Physiological Psychology.—4 s.h. [Not offered in 1931-1932]

ASSISTANT PROFESSOR ZENER

211. Psychology of Personality.—3 s.h. [Not offered in 1931-1932]

ASSISTANT PROFESSOR RHINE

212. History and Critical Survey of Psychical Research.—
[Not offered in 1931-1932]

ASSISTANT PROFESSOR RHINE

213. Abnormal Psychology.—M.W.F., third period. 3 s.h.

ASSOCIATE PROFESSOR LUNDHOLM

- 214. Introduction to Research in Abnormal Psychology.—Time to be arranged. 3 s.h.

  Associate Professor Lundholm
- 216. Schools of Abnormal Psychology.—Seminar, two hours twice a week, times to be arranged. 4 s.h. Associate Professor Lundholm

#### FOR GRADUATES

301. Seminar.—T. 4-6 p.m.

PROFESSOR McDougall

**302-303.** Seminar in Psychology of Religion.—Two hours a week at times to be arranged. **4 s.h.** Professor Hickman

#### DEPARTMENT OF RELIGION\*

#### NEW TESTAMENT

#### FOR SENIORS AND GRADUATES

- 213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. M.W.F. second period. 6 s.h. PROFESSOR BRANSCOMB
- 217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. T.Th.S. second period. 3 s.h. PROFESSOR BRANSCOMB
- 218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. T.Th.S. second period. 3 s.h.

PROFESSOR RUSSELL

219. Life of Paul.—A study of Paul's life on the basis of Acts and the epistles. Consideration is given to Paul as a man, the factors enter-

<sup>\*</sup> Candidates for the degree of Master of Arts in the School of Religion must comply with the special requirements printed on page 235 of this catalogue.

ing into his character, and his permanent contribution to the world.

M.W.F. second period. 3 s.h.

PROFESSOR MYERS

#### FOR GRADUATES

- 311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213. Th.F.S. third period, 3 s.h. Professor Branscomb
- 312. New Testament Theology.—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. T.Th.S. third period. 3 s.h. Professor Branscomb
- 313. The Exegesis of Selected Books of the New Testament.—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. Th.F.S. third period.

  3 s.h. Professor Branscomb
- 314. The Exegesis of Selected Books of the New Testament.—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. T.Th.S. fourth period. 3 s.h.

PROFESSOR BRANSCOMB

- 315. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. Th.F.S. third period. 3 s.h.

  [Not offered in 1931-1932] Professor Branscomb
- 316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. Th.F.S. third period. 3 s.h. [Not offered in 1931-1932] Professor Russell

#### OLD TESTAMENT

#### FOR SENIORS AND GRADUATES

- 201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. T.Th.S. first period. 6 s.h.

  Professor Godbey
- 203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting. M.W.F. first period. 6 s.h. Professor Russell

#### FOR GRADUATES

**301.** Old Testament Theology.—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. M.T.W. third period. **3 s.h.** 

PROFESSOR RUSSELL

302. The Exegesis of Selected Books of the Old Testament.—The books to be studied will be chosen from the following list: Job, Second Isaiah.

Zechariah, and the Psalms. The study will be based on the English text.

M.T.W. third period. 3 s.h.

Professor Russell

- 305-306. Pre-Mosaic Hebrew Religion.—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. M.W.F. fourth period. 6 8.h.

  PROFESSOR GODBEY
- **307-308.** The Old Testament in Hebrew.—Parts of the pentateuch are read during the first semester. Selections from the prophets are the basis for the study in the second semester. Prerequisite, Old Testament 201-202 or equivalent. M.W. at 4. 6 s.h.

  PROFESSOR GODBEY
- **309-310.** Ancient Oriental History.—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. *M.T.W. first period.* **6 s.h.** Professor Godbey

#### CHRISTIAN DOCTRINE

#### FOR GRADUATES

- **321.** Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. M.W.F. first period. **3 s.h.**Professor Rowe
- **322.** The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of religious thought and experience of the present age. *M.W.F. first period.* **3 s.h.**

PROFESSOR ROWE

**323.** Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumental creeds. *M.T.W. second period.* **3 s.h.** 

[Not offered in 1931-1932] Professor Rowe

324. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. M.T.W. second period. 3 s.h. Professor Rowe

[Not offered in 1931-1932]

- **325.** Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. *M.T.W. second period.* **3 s.h.**PROFESSOR ROWE
- **326.** Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. M.T.W. second period. **3 s.h.**

PROFESSOR ROWE

#### HISTORY OF RELIGION AND MISSIONS

#### FOR SENIORS AND GRADUATES

- 281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. T.Th.S. second beriod. 3 s.h.

  PROFESSOR CANNON
- 282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. T.Th.S. second period. 3 s.h.

Professor Cannon

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, and missionary biography. T.Th.S. third period. 3 s.h.

PROFESSOR CANNON

284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. T.Th.S. third period. 3 s.h.

PROFESSOR CANNON

#### FOR GRADUATES

**381.** Leading Ideas of Religion.—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. second period. **3 s.h.** 

PROFESSOR CANNON

- 382. Leading Ideas of Religion.—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. second period. 3 s.h.

  Professor Cannon
- 383. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion and Missions 282.

  M.W.F. second period. 3 s.h.

  PROFESSOR CANNON

[Not offered in 1931-1932]

384. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. M.W.F. second period. 3 s.h.

[Not offered in 1931-1932] Professor Cannon

385. Christianity and World Movements.—Relation of Christianity to significant world movements, race, war, industry, and world peace. T.Th.S. third period. 3 s.h.

Professor Cannon

[Not offered in 1931-1932]

386. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualifications and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. T.Th.S. third period. 3 s.h. Professor Cannon

[Not offered in 1931-1932]

## CHURCH HISTORY

#### FOR SENIORS AND GRADUATES

- 233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. M.W.F. third period. 3 s.h. PROFESSOR GARBER
- 234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. M.W.F. third period. 3 s.h.

PROFESSOR GARBER

#### FOR GRADUATES

- 333. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. M.T.W. fourth period. 3 s.h.

  PROFESSOR GARBER
- 334. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education and modern theological issues. Prerequisite, Church History 233-234.

  M.T.W. fourth period. 3 s.h.

  Professor Garber
- 335. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist church in America, and distinctive principles of Methodism. Prerequisite, Church History 233-234. M.W.F. second period. 3 s.h.

  Professor Garber
- 336. Great Men of the Christian Church.—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. M.W.F. second period. 3 s.h. Professor Garber
- 337. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, empha-

sizing the papacy in the age of nationalism; relations of church and state; German theology of the nineteenth century; and the Oxford movement. Prerequisite, Church History 233-234. M.W.F. second period.

3 s.h.

PROFESSOR GARBER

[Not offered in 1931-1932]

#### RELIGIOUS EDUCATION

#### FOR SENIORS AND GRADUATES

261. Administration and Supervision of Religious Education.—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. T.Th.S. fourth period. 3 s.h.

PROFESSOR VIETH

262. Surveys, Tests, and Measurements.—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. T.Th.S. fourth period. 3 s.h.

Professor ----

- 263. Types and Technique of Religious Teaching.—The course attempts to give a clear conception of the principles of religious teaching and of analysis and criticism of the various types of teaching technique. Special attention is given to the project method and group discussion.

  M.W.F. first period. 3 s.h.

  PROFESSOR SPENCE
- 265. Curriculum of Religious Education.—Study of various theories of the curriculum of religious education, conception of the curriculum as enriched and controlled experience, analysis of existing curricula and critical evaluation of same. T.Th.S. first period. 3 s.h.

PROFESSOR VIETH

267. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school. M.W.F. first period. 3 s.h.

PROFESSOR SPENCE

[Not offered in 1931-1932]

268. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. M.W.F. first period. 3 s.h.

[Not offered in 1931-1932]

PROFESSOR SPENCE

269. Principles and Program of Character Education.—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious

education, the development of character education in the public schools will also be carefully surveyed. T.Th.S. first period. 3 s.h.

Professor -

270. Religious Education in the Home.—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. T.Th.S. first period. 3 s.h.

Professor -

- 272. Philosophy of Religious Education.—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 261. M.W.F. second period. 3 s.h.

PROFESSOR VIETH

273. Curriculum Construction.—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. M.W.F. first period.

3 s.h. PROFESSOR SPENCE

[Not offered in 1931-1932]

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. T.Th.S. first period. 3 s.h.

PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education 275 or its equivalent. T.Th.S. first period. 3 s.h.

PROFESSOR HICKMAN

#### FOR GRADUATES

**371.** The Religious Experience of the Child.—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. *M.T.W. third period.* **3 s.h.** 

PROFESSOR HICKMAN

**372.** The Religious Experience of Youth.—(Continues the study begun in Religious Education 371 and is along the same lines.) Prerequisite, one course in general psychology. M.T.W. third period. **3 s.h.** 

PROFESSOR HICKMAN

373. The Psychology of Mysticism.—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education 275 or equivalent. M.W.F. third period. 3 s.h.

PROFESSOR HICKMAN

[Not offered in 1931-1932]

377-378. Seminar in the Psychology of Religion.—Theories of self and related problems in the philosophical aspects of psychology and their bearing on religious theory. For advanced students in philosophy, psychology, or psychology of religion. Two hours per week throughout the year. 4 s.h.

Professor Hickman

### HOMILETICS AND PRACTICAL THEOLOGY

#### FOR SENIORS AND GRADUATES

- 251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. T.Th.S. first period. 3 s.h.

  PROFESSOR ORMOND
- 252. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization and supervision of the church program.

  7. Th.S. first period.

  8.h.

  PROFESSOR ORMOND

#### FOR GRADUATES

- 343. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. T.Th.S. second period. 3 s.h.

  [Not offered in 1931-1932]

  Professor Hickman
- 344. History of Preaching.—An historical study of the development of Christian preaching from the apostolic period to the present time. Emphasis is laid upon the personality and the homiletical methods of great preachers, studied in their true historical perspective. T.Th.S. second period. 3 s.h.

  PROFESSOR HICKMAN

[Not offered in 1931-1932]

#### DEPARTMENT OF ROMANCE LANGUAGES

#### FOR SENIORS AND GRADUATES

215-216. The Modern French Novel.—A survey from Madame de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique, 6 s.h.

PROFESSOR TORDAN

217. The French Language.— French phonetics, composition, dictation.

6 sh

Professor Webb

- 218. Materials and Methods.—After a survey of the high-school course, typical selections for reading are studied as the basis for exercises in writing and speaking French. 3 s.h.

  PROFESSOR WEBB
- 219. Old French.—An introduction to the Old French language and literature. Brief study of Old French grammar; the Chanson de Roland; lectures. 3 s.h.

  PROFESSOR COWPER
- 220. Old French.—Types of Old French literature. Reading of typical Romans d'aventure; lectures. 3 s.h. Professor Cowper
  - 221. Rousseau and the Beginnings of Romanticism.—3 s.h.
    [Not offered when Old French is given.]

    PROFESSOR COWPER

#### FOR GRADUATES

**323-324.** Realism and Naturalism.—A study of the literary and critical theories underlying the movements of realism and naturalism. Representative authors of the period 1850-90 are read, and individual problems are assigned, mainly in the field of the novel. **6 s.h.** 

PROFESSOR JORDAN

325-326. Sixteenth Century Prose.—Prose writers of the sixteenth century. 6 s.h.

Assistant Professor Walton

#### DEPARTMENT OF SOCIOLOGY

FOR SENIORS AND GRADUATES

- 205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. First semester, T.Th.S. second period. 3 s.h.

  Professor Jensen
- 205. Criminology.—Prerequisite, course 1. A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. Second semester, T.Th.S. second period. 3 s.h. Professor Jensen
- 212. Child Welfare.—A study of heredity and environment as factors in personality development; infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. M.W.F. second period. 3 s.h. Professor Jensen

213. Constructive Social Policies.—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. 2 s.h.

[Not offered in 1931-1932]

215. Rural Sociology.—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied such as the drift to the cities, farming as an occupation, land problems, farm labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, and the social center. 3 s.h.

[Not offered in 1931-1932]

216. Urban Sociology.—A study of the organization and social problems of urban communities, with special reference to social technology or the improvement of social and living conditions. The following subjects are treated: Municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. 3 s.h.

[Not offered in 1931-1932]

- 217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. M.W.F. third period. 3 s.h. Professor Ellwood
- 218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. M.W.F. second period. 3 s.h. Professor Ellwood
- 227. Emigration and Immigration.—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society; origin and characteristics of immigrant groups and their organization in the New World; problems, agencies and processes of assimilation. T.Th.S. first period. 3 s.h.

  Professor Jensen
- 219. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. First semester, T.Th.S. second period. 3 s.h.

PROFESSOR ELLWOOD

222. Methods of Social Research.—A study of the various methods of research and investigation that can be applied to the study of social phenomena. Considerable time is given to the study of social statistics and the social survey. Special problems are assigned for research and field work. T.Th.S. first period. 3 s.h.

Professor Jensen

220. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumplowicz, Ratzenhofer, and Ward, will, among others, be considered. A large amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. Second semester, T.Th.S. second period. 3 s.h.

Professor Ellwood

#### FOR GRADUATES

**301.** Sociology and Religion.—A study of the principles of sociology in their bearing upon religion, and especially upon Christian social ideals. Prerequisite, eighteen hours of undergraduate work in the social sciences, namely, in Sociology, History, Economics, Political Science, Psychology, and Philosophy. M.W.F. second period. **3 s.h.** Professor Jensen

330. Seminar.—Research work upon special problems in sociology and social work. One hour session each week throughout the year. 2 s.h.

Professors Ellwood and Jensen

#### THE SUMMER SCHOOL

The Duke University Summer School is divided into two terms of six weeks each. Many courses giving graduate credit are offered by members of the University Faculty and by visiting professors. A bulletin containing information regarding the graduate courses to be offered during the summer of 1931 may be obtained by addressing the Director of the Summer School, Duke University, Durham, N. C. Summer school graduate students who desire to be admitted as candidates for advanced degrees should make application to the Dean of the Graduate School and furnish official transcripts of the work done for the bachelor's degree. Such application may be made by correspondence, or in person during the first week of each summer term.

# LIST OF GRADUATE STUDENTS 1930-31

[Note: This list includes the names of all persons registered as graduate students during the twelve months preceding Commencement Day, June, 1931. The symbol (S) indicates that the student took part or all of his graduate courses in the Summer Session of 1930.]

Abernathy, Ethel Fuquay Springs, N. C.

Ader, Olin Blair Winston-Salem, N. C.

A.B., A.M. (Duke), Physics, Mathematics.

Aiken, Leonora Durham, N. C.

Alberson, Hazel Stewart Asheville, N. C.

Alexander, Thomas Robert Charlotte, N. C.

A.B. (Davidson), B.D. (Union, Richmond), A.M. (Duke), Economics,

Allen, Robert James Grubyville, S. C.

A.B. (Duke), Religion. (S)

Altvater, Frederick Vernon Denver, Colorado

A.B. (Duke), Economics.

Anders, Annie Blair Gastonia, N. C.

A.B. (Duke), Education, English. (S)

Anderson. Ewing Gainesville, Fla.

A.B. (University of Florida), A.M. (Duke), English.

Anderson, John B.

Asheville, N. C.

A.B. (Duke), German. (S)
Anderson, John David
North Charleston, S. C.

A.B. (College of Charleston), Education. (S)
Anderson, Myrtle Smith

Durham, N. C.

A.B. (Duke), Education. (S)

Anderson, Nelda Florence, S. C. A.B. (University of Richmond), Education. (S)

Anderson, Thomas, Jr. Greenville, S. C.

A.B. (Furman), Education, English. (S)

Armstrong, Noble Boyd Jacksonville, Fla.
A.B., A.M. (University of Florida), Education, Psychology.

Balch. Clifford Perry Mansfield. Pa.

A.B. (Franklin and Marshall), A.M. (Duke), History.

Baldwin, Roger Sherman Woodbury, Conn. A.B., LL.B., M.L. (Yale), History.

\*Barber, Ruth Kerns Santa Fe, New Mexico A.B. (Duke) History, Economics, Political Science.

Barcus, Annie Edward Sulphur Springs, Texas

A.B. (Southwestern), A.M. (Columbia), English.

Barker, Felix Scott

Durham, N. C.

A.B. (Duke), Psychology, Education. (S)

Barringer, Blanche Durham, N. C. A.B. (Duke), Religion, Philosophy.

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<sup>\*</sup> A.B. to be conferred June, 1931.

Barrett, Priscilla Dixon A.B. (Duke), English. (S)	Durham, N. C.
Basler, Roy Prentice, Jr. A.B. (Central), A.M. (Duke), English.	Durham, N. C.
Bass, Martha	Milledgeville, Ga.
B.S. (Georgia State College for Women), His Bayne, Hazel Mae	story. Washington, D. C.
A.B., A.M. (George Washington), English. (S	
Beales, Anne Carruthers A.B. (Randolph-Macon), Latin, History.	Boydton, Va.
Beard, Virginia Hicks A.B. (Duke), Education, (S)	Durham, N. C.
Beaven, George Francis  B.S. (University of Maryland, and Washington	Hillsboro, Md.
Zoölogy. (S)	
Beavers, Hallie A.B. (North Carolina College for Women), E	Siler City, N. C.
Belvin, Elizabeth A.B. (Greensboro College for Women), Education	Durham, N. C.
Berry, Annie Louise A.B. (Duke), Education. (S)	Durham, N. C.
Best, Albert Hartwell, Jr. A.B. (Wofford), Education. (S)	Florence, S. C.
Beville, Katherine A.B. (Randolph-Macon), Education, Psycholog	Lawrenceville, Va.
Bird, Carl Orlando	Beech Creek, Pa.
A.B. (Susquehanna), Education. (S)	Deech Creek, 1 a.
Bishop, Grace Jones A.B. (East Carolina Teachers College), Educa	Durham, N. C.
Bizzell, Alma Bridgers	Goldsboro, N. C.
A.B. (Salem), Education. (S)	
Blake, Anna Rena A.B., A.M. (Converse), A.M. (Columbia), En	Spartanburg, S. C.
Blake, Nelson Morehouse A.B. (George Washington), A.M. (Duke), H.	Hyattsville, Md.
Boggs, Amber A.B. (Greenville Woman's College), Latin. (S	Liberty, S. C.
Booth, William Robert A.B. (Duke), Political Science, Economics,	Pollocksville, N. C.
Boothe, Elther Louise	Durham, N. C.
A.B. (Duke), Education. (S) Boyd, Adele Ophelia	Jacksonville, Fla.
A.B. (Florida State College for Women), Ma *Bradsher, Mary Elizabeth	Petersburg, Va.
A.B. (Duke), Zoölogy.	D 1 C C
Brant, George Ezekiel	Bamberg, S. C.
A.B. (University of South Carolina), Mathen	
Braswell, John William	
Braswell, John William A.B. (Duke), English.	natics. (S)

<sup>\*</sup> A.B. to be conferred June, 1931.

Brecher, Gerhard Karl Adolf Otto (Gymnasium, Dresden), (University of Hamb	Dresden, Germany
Brewer, Ann Eliza A.B. (Meredith), A.M. (Columbia).	Raleigh, N. C.
Bridgers, Jacob Hal A.B. (Wake Forest), Chemistry. (S)	Lattimore, N. C.
Brinson, Pearl Leola A.B. (Duke), English, French. (S)	Morehead City, N. C.
Broadway, Blanche A.B., A.M. (Duke), History.	Durham, N. C.
Brock, Ikie A.B. (Duke), Education, Mathematics. (S)	Richlands, N. C.
Broome, Oscar Whitfield A.B. (Duke), Education. (S)	Monroe, N. C.
Brothers, Joe Jurdan A.B. (Duke), Education. (S)	Elizabeth City, N. C.
Brown, Emma Wright  A.B. (University of Richmond), Education. (S	Jarratt, Va.
Bryan, William Alfred A.B. (College of Charleston), English, History	Sumter, S. C.
Bryson, Daniel Winfred A.B. (Concord State Normal), Education. (S)	Lester, W. Va.
Buchanan, William Stewart  B.S. (Davidson), Education. (S)	Winston-Salem, N. C.
Budd, William Pritchett	Union Springs, Ala.
A.B. (Duke), Economics, History. (S) Bull, Virginia A.B. (Wesleyan), Education, Latin. (S)	Atlanta, Ga.
Bullock, William Junius A.B. (Duke), A.M. (William and Mary), Ed	Franklinton, N. C.
Bullock, Mary Jenkins A.B. (Kentucky College for Women), Educati	Franklinton, N. C.
Bundy, Samuel David A.B. (Duke), Education. (S)	Farmville, N. C.
Burch, James Charlie Horton A.B., A.M. (Duke), English.	Durham, N. C.
Buren, Roy Edward  A.B. (Teachers College, Missouri), A.M. (U ology, Philosophy.	West Plains, Mo.
Burgess, Rembert Bennett A.B., A.M. (Wofford), Education. (S)	Spartanburg, S. C.
Burke, Blanche Lenore B.S. (Meredith), Education, English. (S)	Durham, N. C.
Burns, Lucy A.B. (Winthrop), Education. (S)	Sumter, S. C.
Busch, Hans Joachim (Berlin Gymnasium), (University of Berlin),	Berlin, Germany
Byrd, Ruth White A.B. (North Carolina College for Women), Er	Stovall, N. C.
Caldwell, Annie Graham A.B. (Salem), Economics, Education. (S)	Winston-Salem, N. C.

Calhoun, Robert Lyon A.B. (Millsaps), History. (S)	Mount Olive, Miss.
Canaday, Ernest Franklin	Carrollton, Mo.
A.B. (William Jewell), A.M. (University of	Missouri), Mathematics.
Carnes, Hal Lockridge B.S. (Delta State Teachers), Mathematics.	Shelby, Miss.
Carpenter, David Williams A.B., A.M. (Duke), Physics.	Maiden, N. C.
Carroll, Ella Rae A.B. (Salem), Education. (S)	Burlington, N. C.
	Wake Forest, N. C.
Carroll, James Grover A.B. (Wake Forest), A.M. (Columbia), Mati	
Carroll, Zoe Wells	Morristown, Tenn.
A.B. (University of Tennessee), A.M. (Duke	e), Zoölogy.
Carruth, John Robert	Anthony, New Mexico
A.B. (Emory and Henry), Religion.	Marketti. There
Carter, Frances Claire A.B. (Vanderbilt), Philosophy, Psychology.	Nashville, Tenn.
Cathey, Turner Ashley	Waynesville, N. C.
A.B. (Duke), Education. (S)	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Chalfant, Vernon Elmer	Rougemont, N. C.
A.B. (Duke), Religion. (S)	
Chandler, Thelma Arline A.B. (Duke), Education, (S)	Durham, N. C.
Chesley, Leon Carey	Hop Bottom, Pa.
B.S. (Susquehanna), Zoölogy.	
Clark, Thomas Dyionicious  A.B. (University of Mississippi), A.M. (University of Mississippi)	Louisville, Miss. iversity of Kentucky), Histo
Clay, Charles Wesley A.B. (Duke), Religion, Philosophy.	Winston-Salem, N. C
Clifton, Robert Marston	Henderson, N. C.
A.B. (Davidson), Education. (S)	,
Clutz, Garland William A.B. (Duke), History, Economics.	Baltimore, Md.
Cogdell, Lessie Irene	Goldsboro, N. C.
A.B. (East Carolina Teachers College), Botan	
Coiner, Elizabeth Hampden A.B. (Duke), History. (S)	Durham, N. C.
Conolly, Evelyn A.B. (Winthrop), Education. (S)	Pacolet Mills, S. C.
Cook, Louis Bertram B.S. (Brown), Chemistry, Physics.	Cranston, R. I.
Cooke, Paul  A.B. (Birmingham-Southern), English. (S)	Cullman, Ala.
Copeland, Madeline	Durham, N. C.
A.B. (North Carolina College for Women), I Cothran, Elizabeth Lloyd	Timberlake, N. C.
A.B. (Duke), English, French. (S)	0 ( 1 ) 0
Cotton, Solon Russell A.B. (Duke), Education. (S)	Sanford, N. C.
Council, Raymond Ward	Union City, Tenn.
A.B. (Lambuth), Religion.	

Councilor, Harry Allen A.B. (Duke), German.	Washington, D. C.
Cousar, Virginia A.B. (Erskine), Education, English. (S)	Lancaster, S. C.
Cox, Granville Claude B.S. (William and Mary), Education, Mather	Fairfax, Va.
Cox, Henry Miot  B.S. (Emory), Mathematics. (S)	Atlanta, Ga.
Craddock, George Barksdale	Lynchburg, Va.
A.B. (Washington and Lee), German. (S) Crook, Dorothy Louise	Cameron, S. C.
A.B. (Columbia College, S. C.), Mathematics, Cross, Lethia Elizabeth	Durham, N. C.
A.B. (Duke), Education. Cross, Pauline Eugenia	Durham, N. C.
A.B. (Duke), Education. (S) Culberson, Gladys Flowers	Rockingham, N. C.
A.B. (Duke), Education. (S) Cummings, Mary Louise	Cambridge, Mass.
A. B. (Mount Holyoke), A. M. (Radcliffe), I Daniel, Addie	History, Economics.  Landrum, S. C.
A.B. (Winthrop), Education). (S) Davidson, Elizabeth Huey	
B.S., M.S. (University of Tennessee), History	
Davidson, Martha Holland A.B. (Columbia College, S. C.), Education. (S.	Clinton, S. C.
Davies, Clyde Thomson A.B. (University of Florida), Education, Eng	South Hill, Va.
Davis, Ethel May A.B., A.M. (Duke), English. (S)	Durham, N. C.
Davis, Mary Elizabeth A.B. (Carson-Newman), English.	Jefferson City, Tenn.
Davis, Ruth Eloise A.B. (Greensboro), Education, English. (S)	Glen Alpine, N. C.
Dean, Emily	Anderson, S. C.
A.B. (Erskine), Economics. (S) deBruyne, Jacob Marinus Anton A.B., A.M. (Duke), Chemistry, Physics.	Durham, N. C.
DeJong, David Cornel	Grand Rapids, Mich.
A.B. (Calvin), English.  Denny, Mary Rebecca	Red Springs, N. C.
A.B. (Salem), English. (S) Doggette, James Carlisle	Belton, S. C.
A.B. (University of South Carolina), Education Dominick, Bernice	Prosperity, S. C.
A.B. (Winthrop), Education. (S)  Donnell, Cora Turrentine	Guilford, N. C.
A.B. (Greensboro), Bible. (S) Dorsey, Evermont Van	Besoco, W. Va.
A.B. (Marshall), Education. (S)  Dowler, Clare	Ashtabula, Ohio
A.B. (Antioch), Education, English. (S)	Zishtabula, Ollio

Doxey, John Elwood  A.B. (Duke), French. (S)  Bertha, N	. C.
	pids, Ohio
Dressel, Francis George Hart, Mic	ch.
B.S. (Michigan State), M.S. (University of Michigan), M	
Drum, Woodard Glenn Claremont A.B. (Asbury), Zoölogy. (S)	t, N. C.
DuBose, Valinda Hill Durham, A.B. (Bryn Mawr), German.	N. C.
Dukes, George Benjamin Greenville A.B., A.M. (Wofford), Education. (S)	, S. C.
Duncan, Virgie  A.B. (Asheville Teachers College), Economics, Education.	
DuPre, Arthur Mason, Jr.  A.B. (Wofford), Physics, Mathematics.  Spartanbu	
DuVernet, Adela Lowndes Greenville A.B. (Erskine), Education, French. (S)	, S. C.
DuVernet, Grace Neville  A.B. (Erskine), French, Education. (S)  Greenville	, S. C.
Echols, Annie Beulah Orlando, B.S. (Peabody), Education.	Fla.
Edwards, Marie Houston, A.B. (Rice Institute), English.	Texas
	College, N. C.
	City, Tenn.
Eggers, Graydon Poe Boone, N.	C.
A.B. (Carson-Newman), English, French. (S)  Elliott, Emmett Roach  Raleigh, 1	N. C.
B.S. (Hampden-Sydney), A.M. (Duke), Mathematics. (S)	
Ellis, Ivy Phillips Durham,	
A.B. (Atlantic Christian), Mathematics, Zoölogy, Botany.	
Elmore, Kelly Lee Lowell, N A.B. (Duke), Chemistry.	. C.
Enfield, George Hyson Durham,	N. C.
	r), B.D. (Yale).
Education, Sociology. (S)	C
Fagan, Minnie Lee Tryon, N. A.B. (Winthrop), Education, Mathematics. (S)	. C.
Fanning, Ruth M. Asheville,	N. C.
A.B. (North Carolina College for Women), Education, Mat	
Felmet, Frances Cook Asheville, A.B. (Duke), Education, French. (S)	N. C.
Felts, Carl Monroe Tobaccovi A.B. (Emory-Henry), Education. (S)	lle, N. C.
Ferrell, George Washington Durham, I A.B. (Duke), A.M. (Columbia), Education, Sociology.	N. C.
Finkelstein, Adele Belle Wilmingto A.B. (Converse), Economics, Education. (S)	on, N. C.
Fitzgerald, John Dean A.B. (Duke), Chemistry, Education. (S)  Linwood,	N. C.

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Godfrey, Roy Burchell B.S. (Wake Forest), Education. (S)	Camden, N. C.
	E. Taunton, Mass.
Gooch, Janie Gold	Stem, N. C.
A.B. (North Carolina College for Women), Ed	
Gooch, Richard Este A.B. (Washington and Lee), Education, Sociol	Lynchburg, Va.
Goodwin, Ernest Boyd A.B. (Wofford), Education. (S)	Bessemer City, N. C.
Gray, Elizabeth Camile A.B. (Duke), Education.	Durham, N. C.
Graybeal, John Mock A.B. (Emory-Henry), Education, Economics.	Damascus, Va.
Greathouse, Glenn Arthur	Durham, N. C.
B.E. (Illinois State Normal), M.S. (University	of Illinois), Botany.
Green, Charles Sylvester	Durham, N. C.
A.B. (Wake Forest), A.M., B.D. (Duke), Rel	
Green, Ernest Joshua A.B. (Duke), Education. (S)	Columbia, S. C.
Greene, Fred Woodside A.B. (Duke), Education. (S)	Wilson, N. C.
Greene, Jennie Campbell A.B. (Duke), Mathematics, Physics. (S)	Durham, N. C.
	Jameson, Mo.
Gregory, George McKendrick A.B. (Yale), A.M. (University of Texas), Eng	Durham, N. C.
Gregory, Priscilla Reed	Durham, N. C.
A.B. (Duke), Education.	
Griffin, Mabel Jeanette	Durham, N. C.
A.B., A.M. (Duke), Mathematics. (S)	
Grigg, Ivey Franklin A.B. (Duke), Education, Religious Education.	Berea, N. C.
Grogan, Kermit Lee A.B. (Emory and Henry), Zoölogy. (S)	Kimball, W. Va.
Gupton, Irene Purnell A.B. (Duke), English, French. (S)	Wood, N. C.
Hagan, Charles Banner	Bristol, Tenn.
A.B. (Emory and Henry), A.M. (University of Economics. (S)	f Virginia), Political Science,
Hall, Lillie A.B. (Winthrop), A.M. (University of South (	Greenville, S. C.
	Winston-Salem, N. C.
Hammette, Julius Erwin A.B. (Furman), History. (S)	Cowpens, S. C.
	Biltmore, N. C.
A.B. (University of Wisconsin), Education. (S	
	Maben, Miss.

DOKE UNIVERSITY	
Hanslick, Roy Stanley B.S. (Tufts), A.M. (Cornell), Chemistry, Phy Hanson, Isabel	Providence, R. I. sics, French, German. (S) Smyrna, Ga.
B.S., M.S. (University of Georgia), Physics, Hardin, Rector Roemilt. A.B. (Berea), Economics, Political Science.	Chemistry. Asheville, N. C.
Hardin, Zelpha A.B. (Coker), History. (S)	Shelby, N. C.
Harmon, Thomas Leonhardt A.B. (Emory), A.M. (University of Chicago), Harrell, Edith Everett	Macon, Ga. , German. (S) Ahoskie, N. C.
A.B. (North Carolina College for Women), Ed Harrell, Fronie	
A.B. (Meredith), Education. (S) Harris, Clarence Ligon A.B. (Wofford), A.M. (Duke), Botany, Mathe	Anniston, Ala.
Harris, Florence Catherine A.B. (Duke), History. (S)	Washington, N. C.
Harward, Beatrice Morata A.B. (Duke), English. (S)	Durham, N. C.
Haus, George Joseph B.S. (William and Mary), Chemistry, Physics. Hauss, Mary Arden	Richmond, Va. Lincolnton, N. C.
A.B. (Duke), English, Philosophy. Hawthorne, Mark Fant	Abbeville, S. C.
A.B. (Furman), Education. (S)  Hayes, A. Lucille A.B. (Duke), Education. (S)	Durham, N. C.
Haywood, Ernest Lee A.B. (Duke), Education. (S)	Waxhaw, N. C.
Hazlewood, Lucye Linwood  A.B. (Randolph-Macon), Education, Mathema: Hazlewood, Willie Gertrude	Kenbridge, Va. tics, Economics. (S) Kenbridge, Va.
A.B. (Randolph-Macon), Economics, Education Heilman, Lee Williford	
A.B. (Gettysburg), English, Philosophy.  Henderson, Pierce Pike A.B. (Presbyterian), Mathematics. (S)	Asheville, N. C.
Herdman, Allan Whitney A.B. (Maryville), French, Philosophy.	Bridgeport, Conn.
Herndon, Clyde A.B. (Furman), Education, Psychology. (S) Hicks, Gipsie Helen	Douglas, Ga.  Durham, N. C.
A.B. (Duke), Education. (S) High, Zilpha McGranahan	Durham, N. C.
A.B. (Duke), Education. (S)  *Hill, Frances Faison	Durham, N. C.
A.B. (Duke), Chemistry, Zoölogy.  Hinson, Van Glenn A.B. (Lenoir-Rhyne), Education, Psychology.	Boone, N. C.
Hinson, Kate Townsend A.B. (Lenoir-Rhyne), A.M. (Duke), Education	Boone, N. C.

<sup>\*</sup> A.B. to be conferred June, 1931.

Hix, David Neal A.B. (Duke), Education. (S)	Durham, N. C.
Hoban, Charles Francis, Jr. Ph.B. (Dickinson), Education, English. (S)	Harrisburg, Pa.
Hodges, Wiley Edward  B.S. (Roanoke), A.M. (Duke), Political Scient	Blountville, Tenn.
*Holleman, Matilda Elizabeth	Durham, N. C.
A.B. (Duke), English, Education. Holloway, Mamie Agnes	Durham, N. C.
B.P. (North Carolina College for Women), E Holton, Lela Young	Durham, N. C.
A.B., A.M. (Duke), Sociology. Hook, Marshall Ward	Elon College, N. C.
A.B. (Elon), A.M. (University of North Care	
Hooker, Charles Wright A.B. (Duke), Zoölogy, Chemistry. (S)	Durham, N. C.
Horack, Katharine A.B. (Vassar), Philosophy, Sociology.	Durham, N. C.
Horn, Herman Lionel	Troutville, Va.
A.B. (Bridgewater, and University of Virgin	
Horne, Connie May	Monroe, N. C.
A.B. (Meredith), A.M. (Columbia), French,	Spanish. (S')
Horton, Mary Kate A.B. (Flora McDonald), English. (S)	Clio, S. C.
Howell, Thelma A.B. (Duke), Zoölogy. (S)	New Bern, N. C.
Huckabee, Ellen Harris A.B. (Duke), English.	Albemarle, N. C.
Hudson, Charles Franklin	Durham, N. C.
A.B. (Wake Forest), Th.M. (Southern Bapt ligion.	
Huffstetler, Juanita Elizabeth A.B. (Florida State College), Economics, Ed	Miami, Fla.
Hunter, Annie May	Henderson, N. C.
A.B. (North Carolina College for Women), 1	
Hunter, Minnie Gilliland A.B. (Bethany), A.M. (Duke), French. (S)	Elon College, N. C.
Isaacs, Martha Strowd A.B. (Duke), Education. (S)	Durham, N. C.
Israel, Kate Ola A.B. (Duke), Chemistry, German. (S)	Asheville, N. C.
Jackson, David Kelly, Jr. A.B. (Duke), English, Education, Sociology.	Gastonia, N. C.
Jarrell, Hampton McNeely  A.B. (University of Georgia), A.M. (Harva:	Athens, Ga.
Jenkins, Theodore Roosevelt  A.B. (Duke), Religious Education. (S)	Durham, N. C.
Jernigan, Charlton Coney	Durham, N. C.
A.B., A.M. (Duke), Greek, Latin.  Jeter, Paul Hamilton, Jr.	Carlisle, S. C.
A.B. (University of South Carolina), Educa	
* A.B. to be conferred June, 1931.	

Johnson, Howard Bradley B.S. (University of Florida), Botany.	Windemere, Fla.
Johnston, Robert Milton	Farmville, N. C.
A.B. (Duke), Political Science, Economics, Hi	
Jones, Bernard Huyette	Durham, N. C.
A.B. (Duke), A.M. (University of North Car	
Jones, Mary Lou	Durham, N. C.
A.B. (Chowan), English.	Durnam, 11. O.
Jones, Maude Bruce	Ashton, S. C.
A.B. (Columbia College), Education, English.	
Jones, Perlie Walter	Pinnacle, N. C.
A.B. (Emory and Henry), Education. (S)	I lilliacic, 14. C.
Judd, Violette Catherine	Varina, N. C.
A.B. (Duke), Education. (S)	v ai iiia, 14. O.
Kale, James Edleman	Rockwell, N. C.
A.B. (Duke), Education. (S)	Rockwell, 14. C.
Kapp, Mary Eugenia	Mount Airy, N. C.
A.B. (North Carolina College for Women), M	
	Tarboro, N. C.
Keech, James Maynard A.B., A.M. (Duke), Economics.	Taiboio, N. C.
	Southment N C
Keever, Anna Elizabeth	Southmont, N. C.
A.B. (Duke), Education. (S)	Wilmington N C
Kelley, Aubrey Walsh	Wilmington, N. C.
A.B. (Ohio Wesleyan), Education. (S)	Domboo N. C
Kelley, Carl William  A.B. (University of North Carolina), Chemist	Durham, N. C.
Kelley, Mary Holland	Wilmington, N. C.
A.B. (Elon), Education. (S)	Name of N. C.
Kendall, Henry Lilly, Jr.	Norwood, N. C.
A.B. (Duke), History. (S)	Matthanna M. C
Kennedy, Ruth	Matthews, N. C.
A.B. (Greensboro), Education, English. (S)	Davidson N. C
Kestler, Mary	Davidson, N. C.
A.B. (Duke), English, Philosophy.	Disharand Tad
Ketring, Ruth Anna	Richmond, Ind.
A.B. (Earlham), A.M. (Duke), History.	C
Kimbrough, Edith	Greensboro, Ga.
A.B. (Bessie Tift), Education. (S)	Adhana Ca
Kimbrough, Mattie	Athens, Ga.
A.B. (Shorter), Education. (S)	A 1 '11 N C
Knight, Mary Latham	Asheville, N. C.
A.B. (Duke), Education. (S)	D 11- 317 37.
Knotts, Zelates Rufus	Beckley, W. Va.
A.B. (West Virginia Wesleyan), Education. (S	
Ladner, Heber Austin	Lumberton, Miss.
A.B. (Millsaps), Education. (S)	77 377 37
Laing, Ella Davis	Harper, W. Va.
A.B. (Marshall), French. (S)	A
Lark, Mary Jeannette	Augusta, Arkansas
A.B. (Hendrix), History.	CD
Layman, John Cline	Troutville, Va.
A.B. (Bridgewater), Education. (S)	

Leary, Rupert Leslie A.B. (Furman), Education. (S)	Greenwood, S. C.
Lecka, George Mitchell A.B. (Milligan), Botany, Chemistry. (S)	Newland, N. C.
Ledbetter, Frances Gresham A.B. (Duke), Education. (S)	Princeton, N. C.
Ledford, Robert Newton	Durham, N. C.
A.B., A.M. (University of North Carolina),	
Lee, Albert Evans A.B. (Mercer). (S)	Monroe, N. C.
Leeper, Catherine Brown A.B. (Meredith), Education. (S)	Asheville, N. C.
Leeper, Joseph Price A.B. (Duke), Education. (S)	Asheville, N. C.
Lefler, Bayne Wesley A.B. (Asbury), Religious Education. (S)	Chapel Hill, N. C.
Leggett, Hallie Belk	Durham, N. C.
A.B. (North Carolina College for Women), E	
Leggett, Julia Adams A.B. (Duke), Education. (S)	Durham, N. C.
Lehman, Rodman John A.B. (Rollins), Education. (S)	Sanford, Fla.
Lester, Martha Ruprecht A.B. (University of Georgia), History. (S)	Augusta, Ga.
Lewis, Margaret M. A.B. (Meredith), Education, Mathematics. (S	Scotland Neck, N. C
Lewis, Oma Bliss A.B. (Duke), Education, Mathematics. (S)	Grimesland, N. C.
Lindley, Charles Clinton A.B. (Elon), Education. (S)	Burlington, N. C.
Long, Albert Anderson  A.B. (University of North Carolina), Religio	Durham, N. C.
Longstreet, Rubert James A.B., A.M., LL.B. (Stetson), Education. (S.	Daytona Beach, Fla.
Loos, Mary Louise A.B. (Earlham), German.	Richmond, Ind.
Lovelace, Arsola Crawford	Caroleen, N. C.
A.B. (Wake Forest), Economics, Education.  Lowance, Franklin Elta	Roanoke, Va.
B.S. (Roanoke), Physics, Mathematics.  Loyless, Angie Elizabeth	Wellford, S. C.
A.B. (Lander), Education, English. (S) Lucas, Isoline Beaty	Charleston, S. C.
A.B. (College of Charleston), Latin, Greek.  Lunsford, Ruth	Durham, N. C.
A.B. (Duke), Education. (S) Lyon, Grace Margaret	Creedmoor, N. C.
A.B. (North Carolina College for Women), P	
Lytle, Daniel Bruce	Mill Hall, Pa.
A.B. (Susquehanna), Education. (S)  McAllister, James Gray, Jr.  B.S. (Hampden-Sydney), Mathematics, Physic	Richmond, Va.
, , , , , , , , ,	

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McCain, John Walker, Jr. A.B. (Newberry), A.M. (University of North	Rock Hill, S. C. Carolina), Education. (S)
McCarson, Anna Murray A.B. (Duke), Education.	Durham, N. C.
McConaughy, Walter Patrick A.B. (Birmingham-Southern), English.	Montevallo, Ala.
McCulloch, Thomas Logan A.B. (Whittier), A.M. (Duke), Psychology, Z.	Whittier, Calif.
McCurdy, Harold Grier A.B. (Duke), Botany, Zoölogy.	Salisbury, N. C.
McDaniel, James Hemphill A.B. (Erskine), Chemistry. (S)	Cornwell, S. C.
McDevett, Mae Stancill A.B. (Atlantic Christian College), Education.	Durham, N. C.
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McDowell, Gladstone Wadley A.B. (Duke), Mathematics, Physics.	Waynesville, N. C.
McEwen, Noble Ralph A.B. (Birmingham-Southern), A.M. (Duke),	Irondale, Ala.
MacFayden, Elizabeth Ann A.B. (Duke), History, Economics.	Concord, N. C.
McGukin, Lena Virginia A.B. (Limestone), French, History. (S)	Starr, S. C.
McKee, John Anderson A.B. (University of Pennsylvania), Education,	Georgetown, Delaware Mathematics. (S)
McKee, Lynn C. A.B. (Duke), Education. (S)	Norristown, Pa.
McKenry, Essie Virginia A.B. (Carson-Newman), History. (S)	Piney Flats, Tenn.
McKinney, William Harold A.B. (Furman), Education. (S)	Simpsonville, S. C.
McLendon, Dana Crosland A.B. (Presbyterian), Physics. (S)	Bennettsville, S. C.
McMillan, Montague A.B. (Limestone), A.M. (George Washington),	Marion, S. C. German, English. (S)
McNair, Agnes Douglass A.B. (Winthrop), Education, Mathematics. (S)	Patrick, S. C.
McNair, Hallie A.B. (Winthrop), English. (S)	Patrick, S. C.
McRae, Luther Cecil A.B., M.Ed. (Duke), Education, English.	Durham, N. C.
Mabry, William Alexander A.B., A.M. (Duke), A.M. (Harvard), History	Ridgeway, N. C.
Madison, Blaine Mark A.B. (High Point), English, History. (S)	Olin, N. C.
Mangum, Maynard A.B. (Duke), Education. (S)	Durham, N. C.
Mann, Donald Ray A.B. (University of Richmond), Zoölogy.	Richmond, Va.
Manning, John Eber B.S., M.S. (University of Arkansas), Education	Jamesville, N. C.

257 DORE ONIVERSITY	
Mansfield, Mamie A.B. (Duke), Education, Psychology. (S)	Durham, N. C.
Marr, Claude Carver A.B. (Duke), Education, History. (S)	Bryson City, N. C.
Martin, Bessie Mary A.B. (Duke), English.	Beaumont, Texas
Martin, Eula Mae A.B. (Winthrop), Education. (S)	Laurens, S. C.
Martin, Isabel A.B. (Duke), Education. (S)	Durham, N. C.
Martin, Lelia Virginia A.B. (Westhampton), English. (S)	Portsmouth, Va.
Martin, Telylah Estelle A.B. (Winthrop), Education. (S)	Laurens, S. C.
Massey, Winston Louis A.B. (University of Chattanooga), Mathematic	
Mathews, Ralph Thompson B.S. (Tufts), Economics.	West Somerville, Texas
Matthews, Joseph James A.B. (Duke), History.	Sardis, Ky.
Mattox, William Reuben A.B. (Duke), Economics, Political Science.	Pen Hook, Va.
*Meier, Frederick William Ph.B. (University of Chicago), A.M. (Tulane	
Mellard, Hervis Harold A.B. (Mississippi State), Education, History.	
Metler, Alvin Velbert  B.S. (Adrian), A.M. (Duke), Chemistry, Physical Physics (Adrian), A.M. (Duke), Chemistry, Physics (Duke), Chemistry, Chemi	
Michaels, Matilda Osborne A.B. (Duke), A.M. (Columbia), Education.	Durham, N. C.
Miller, Paul Jones, Jr.  B.S. (Mississippi A. and M.), Political Scien	
Miller, Robert Edward  A.B. (Erskine), Education. (S)	Hodges, S. C. Wilmington, N. C.
Milner, Morris Edwin A.B. (Duke), Education. (S) Mingus, Mary Antoinette	Connelly Springs, N. C.
A.B. (Duke), Education. (S) Mingus, Sigmon Henry	Connelly Springs, N. C.
A.B. (Duke), Education. (S) Mitchell, James Harvey	Franklinville, N. C.
A.B. (Furman), Education. (S) Moffitt, James William	Chattanooga, Tenn.
B.S. (East Tennessee State Teachers), Th.G. Seminary), History, Political Science.	(Southern Baptist Theological
Montague, Musette Latney A.B. (East Carolina Teachers), Education. (S	Roxboro, N. C.
Montgomery, Margaret Elizabeth A.B. (Duke), English. (S)	Burlington, N. C.

Reading, Pa.

Monyer, Henry William
B.S. (Dickinson), Mathematics, Physics.

<sup>\*</sup> A.M. to be conferred June, 1931.

# DUKE UNIVERSITY

Moore, Agnes Jenkins A.B. (Atlantic Christian), Education. (S)	Durham, N. C.
Moore, Catherine	Roxboro, N. C.
A.B. (North Carolina College for Women), Ed	lucation.
Moore, John Watson A.B. (Davidson), Education. (S)	Winston-Salem, N. C.
Moore, Martha Shelton A.B. (Winthrop), Education, Psychology. (S)	Charleston, S. C.
Moore, Mary Emma	Heath Springs, S. C.
A.B. (Winthrop), Economics, English. (S)	
Moore, Ollie Bell A.B. (Limestone), Economics, Psychology. (S)	Boiling Springs, N. C.
Moore, Roy	Belmont, N. C.
A.B. (Wofford), Education. (S)	Deimont, 14. C.
	D1-:1 T
Moore, Troy Rozelle	Dandridge, Tenn.
A.B. (Carson-Newman), History, Latin. (S)	
Morehead, Charles Galloway	Russellville, Ark.
A.B. (Hendrix), English. (S)	· · · · · · · · · · · · · · · · · · ·
	Russellville, Ark.
Morehead, Sara Frances	Russellville, Alk.
A.B. (Galloway), English. (S)	
Morgan, Elsie Mary	Altavista, Va.
A.B. (Westhampton), Education. (S)	
Morris, Clara Elizabeth	Franklinton, N. C.
A.B., A.M. (Duke), History, Education. (S)	2 14
	D 1 N C
Mulholland, Emma Lucille	Durham, N. C.
A.B. (Duke), French. (S)	
Mumford, Carey Gardner	Raleigh, N. C.
A.B. (Wake Forest), Mathematics.	,
	Maiden, N. C.
Murray, Webb Alton	Maidell, N. C.
A.B. (Duke), Education.	
Nance, Jeannette	Asheville, N. C.
A.B. (Greensboro College for Women), Educat	ion. (S)
Neal, Annie Lou Beaver	Durham, N. C.
A.B. (Duke), Education, Mathematics. (S)	Durnam, 11. O.
	D I W C
Neal, John Washington	Durham, N. C.
A.B., A.M. (Duke), Education. (S)	
Nichols, Lucy Thompson	Durham, N. C.
A.B. (Duke), Education, (S)	
	Durham N C
Nichols, Madge Theora	Durham, N. C.
A.B., A.M. (Duke), Education. (S)	
Nicholson, Waller Staples	Guilford College, N. C.
A.B. (Guilford), Education, Religious Education	on, Psychology.
Nixon, Cornelia	Charlotte, N. C.
A.B. (Queens), English, Philosophy.	Charlotte, 14. C.
B	D 1 37 C
Noell, Adelaide Royall	Durham, N. C.
A.B. (Duke), Education.	
Nunn, Charlie Gray	Wilson, N. C.
A.B. (Atlantic Christian), Education. (S)	
0.4 4.44 4.44	Wolden N C
Oakes, Albert Womble	Weldon, N. C.
A.B. (Duke), Education. (S)	
Olive, Lida May	Apex, N. C.
A.B. (Meredith), B.S. (Simmons), Education.	

Owen, Pauline Hilda	Charlotte, N. C.
A.B. (Queens), Education. (S)	C C . C C
Owings, Evelyn	Gray Court, S. C.
A.B. (Winthrop), Education. (S)	Willes Down Do
Pace, Donald Metcalf A.B. (Susquehanna), A.M. (Duke), Zoölogy.	Wilkes Barre, Pa.
Pace, Ora Belle	Youngsville, N. C.
A.B. (Elon), Zoölogy, Education.	Toungsvine, 14. C.
Page, Julian Bernice	Belmont, N. C.
A.B. (University of North Carolina), Educati	
Parker, Wilbur Nicholas	Moneta, Va.
A.B. (Randolph-Macon), A.M., B.D. (Emory)	, Education. (S)
Parkhurst, Amos James	Ocala, Fla.
A.B. (Stetson), Education, Political Science.	
Parks, E. Taylor	Mulberry, Tenn.
A.B. (Carson-Newman), A.M. (University of	
Patrick, Ida Love A.B. (Woman's College, Due West), A.M. (Voman's College, Due West), A.M. (Voman's College, Due West)	Lancaster, S. C.
French.	miversity of Bouth Caronnay,
Pearson, John Herbert	Providence, R. I.
B.S. (Brown), Chemistry, Physics.	
Peele, David Derrick	Columbia, S. C.
A.B. (Duke), A.M. (Chicago), Mathematics.	
Peoples, Ruth	Asheville, N. C.
A.B. (Vanderbilt), Education. (S)	Dillar
Perry, Herbert Judson A.B. (Acadia), A.M., B.D. (Colgate), Educat	Raleigh, N. C.
Peterson, Harold Fern	Galesburg, Ill.
A.B. (Knox), A.M. (Minnesota), History.	Galesburg, III.
Petty, Clara Octavia	Durham, N. C.
A.B. (Duke) Education, English.	
Philson, Paul James	Gaffney, S. C.
B.S. (Furman), Botany.	
Pickett, Henry Floyd	Durham, N. C.
A.B. (Duke), Education. (S)	
Plaster, Roger Glenn	Kannapolis, N. C.
A.B. (Lenoir-Rhyne), Mathematics, Zoölogy, I	Asheville, N. C.
Plemmons, William Howard  A.B. (Wake Forest), Economics, History. (S)	
Plyler, William Edward	Lancaster, S. C.
A.B. (Wofford), Education. (S)	Danicuster, D. C.
Poag, Frederick Vaughn	Fayetteville, N. C.
A.B. (Davidson), Psychology, Sociology.	· ·
Poe, Bertha Mae	Durham, N. C.
A.B. (Duke), Education, English. (S)	
Pool, Bob Lem	Carrboro, N. C.
A.B. (Duke), Religion, Philosophy, Education	
Poole, Frances A.B. (North Carolina College for Women), E	Lumberton, N. C.
Pope, Helen Fairbanks	Mount Olive, N. C.
A.B. (Flora McDonald), Education. (S)	Mount Onve, 14. C.
(, (0)	

Powers, Oscar Scofield A.B. (Baylor), A.M. (Cornell), Latin, Greek.	Wichita Falls, Texas
Price, Curtis A.B. (Duke), Education, Religious Education.	Ellenboro, N. C.
Priepke, Rudolf Julius August B.S. (Elmhurst), A.M. (Duke), Chemistry.	Clarksville, Iowa
Pritchett, William Kendrick  A.B. (Davidson), A.M. (Duke), Greek, Latin.	Atlanta, Ga.
Queen, George Absolen A.B. (Marshall), Education. (S)	Logan, W. Va.
Radcliff, Charles Franklin A.B. (Albright), Education, History. (S)	Belton, S. C.
Ramsey, Julia Emma A.B. (Flora McDonald), English. (S)	Banner Elk, N. C.
Raper, Hugh Maxton A.B. (Duke), Education. (S)	Linwood, N. C.
Ratchford, Benjamin Ulysses A.B. (Davidson), A.M. (Duke), Economics.	Gastonia, N. C.
Rath, Harry Nicholas A.B. (University of Michigan), Education, Pol	Miami, Fla.
Ray, Sara Jessie A.B. (Winthrop), Economics, Political Science	Florence, S. C.
Rayner, Kenneth Tyson A.B. (Wake Forest), A.M. (Duke), Mathemat	Wake Forest, N C.
Rees, Edward Jeffries A.B. (Asbury), B.D. (Boston), Religion, Psycl	Oxford, N. C.
Reeves, Carl Walker B.S. (The Citadel), A.M. (Columbia), Englisi	Greenville, S. C.
Reid, Selina R. A.B. (Converse), Education, History. (S)	Bishopville, S. C.
Rhudy, Orrin Sylvester A.B. (Emory and Henry), Economics, Education	Speedwell, Va.
Richards, Jane Leighton A.B. (Converse), History, English.	Davidson, N. C.
Rigsbee, Edith Leigh A.B. (Duke), Education. (S)	Durham, N. C.
Rivera, Rodolfo Osvaldo A.B. (Southwestern Louisiana Institute), A.M	Barranquitas, Porto Rico. (Duke), History.
Roberson, James Newton A.B. (Wake Forest), Education. (S)	Burlington, N. C.
Robert, Joseph Clarke A.B. (Furman), A.M. (Duke), History.	Macon, Miss.
Roberts, Lucien Emerson A.B., A.M. (University of Georgia), History	Dallas, Ga., Philosophy, Economics. (S)
Roberts, Margaret Charlotte A.B. (Elon), Education. (S)	Durham, N. C.
Robinson, Boyd B. A.B. (Lenoir-Rhyne), Education, Psychology.	Maiden, N. C.
Rock, Lester Earl A.B. (Duke), Economics.	Rock Hill, S. C.
Rodgers, Willa Pinkney A.B. (Furman), Education. (S)	Taylors, S. C.

Rogers, Westa Lee A.B. (North Carolina College for Women), Ed	Creedmoor, N. C.
Rollings, Grace Dunlap A.B. (Winthrop), French, History. (S)	Kershaw, S. C.
Ross, Ella Virginia A.B. (East Tennessee State Teachers), Latin.	Johnson City, Tenn.
Root, Raymond Willard A.B. (Milton), A.M. (Duke), Zoölogy.	Durham, N. C.
Roy, Archibald Francis A.B. (St. Lawrence University), French, His	Plattsburg, N. Y.
Rush, William Virgil	Wyndale, Va.
B.S. (University of Tennessee), Economics, I Salls, Helen Harriet	Oxford, N. C.
A.B. (Randolph-Macon), English. (S) Sanford, Marshall Stanfield A.B. (Lambuth), Religion.	Elbridge, Tenn.
Savage, Joe Allen A.B. (Duke), Economics, Political Science.	Rocky Mount, N. C.
Sawyer, Roma Elizabeth	Durham, N. C.
A.B. (Duke), A.M. (University of Pennsylv nomics, Sociology.	vania), Political Science, Eco-
Scheid, Paul William A.B. (Miami), English, Philosophy.	Sandusky, Ohio
Seabolt, Ruth A.B. (Duke), German.	Maxton, N. C.
Seeley, Emetta Weed A.B. (Connecticut College for Women), Psyc	Durham, N. C.
Sessoms, Louise Elizabeth A.B. (Duke), Religion, Psychology. (S)	Durham, N. C.
Shankle, Herbert Lazelle A.B. (Duke), Chemistry, Physics.	Mt. Gilead, N. C.
Shannon, Edward McDaniel A.B. (Erskine), Education. (S)	Clinton, S. C.
Sharp, Eron Malcolm A.B. (Millsaps), Religion.	Vernon, Texas
Shaw, Thomas Jefferson, Jr. A.B. (Duke), English, Philosophy.	Greensboro, N. C.
Shaw, William Henry A.B. (Duke), Chemistry. (S)	Durham, N. C.
Shipp, Mary Elizabeth A.B. (Duke), Zoölogy.	Durham, N. C.
Shuford, Norris Valentine A.B. (Duke), Education. (S)	Lawndale, N. C.
Shutt, Thomas Samuel A.B. (Duke), Education.	Advance, N. C.
Sigmon, Hugh William A.B. (Lenoir-Rhyne), M.S. (North Carolina	Newton, N. C. State), Chemistry, Physics.
Simpson, Elmer Mitchell A.B., A.M. (Duke), Mathematics, English.	Dobson, N. C.
Simpson, Mary McNabb A.B. (Tusculum), English, French. (S)	Durham, N. C.

Simpson, William Hays A.B. (Tusculum), A.M. (Duke), Political Science	Durham, N. C.
	Pleasant Garden, N. C.
Sloan, John Stover A.B. (Wofford), History, Economics.	Little Mountain, S. C.
Smith, Hugh Preston A.B. (Wake Forest), A.M. (Duke), Education	Wake Forest, N. C., History. (S)
Smith, May Alice A.B. (Duke), Education. (S)	Durham, N. C.
Smith, Mildred Priscilla B.S. (Farmville State Teachers), History, Eng	Branchville, Va.
*Smith, Robert Sidney A.B., A.M. (Amherst), Economics, History.	Thomaston, Conn.
Smith, Sarah Olive A.B. (Guilford), M.Ed. (Duke), Mathematics.	Winston-Salem, N. C. (S)
Snipes, Raymon Edwards A.B. (Duke), English, German. (S)	Princeton, N. C.
Snuggs, Henry Lawrence A.B. (Wake Forest), A.M. (Duke), English.	Albemarle, N. C.
Snyder, Verdie Elizabeth A.B. (Cornell), Zoölogy, Botany.	High Point, N. C.
Souders, Lucile Gorham A.B. (Duke), Education. (S)	Fayetteville, N. C.
Southerlin, William Broadus A.B. (Furman), Education. (S)	Chesnee, S. C.
Sowell, John Pierce A.B. (Furman), Education, History. (S)	Lancaster, S. C.
Spikes, Lewis Everett  A.B. (Duke), Economics, Political Science, E	
Stabler, James Carlisle  A.B. (University of North Carolina), History.	
Stalvey, James Benjamin A.B. (Duke), History, Economics.  Starnes, Alvin Bradley	Tabor, N. C.
A.B. (Duke), English. (S)  Staton, Ennis Calvin	Mineral Springs, N. C.  Mocksville, N. C.
A.B. (Wake Forest), Religious Education. (S. Stevenson, Ernest Bostick	
A.B. (Wofford), English, History. (S) Stewart, Burton Gloyden	Gloucester, N. C.
A.B. (Duke), Education. (S) Stewart, Mary Alice Leath	Durham, N. C.
B.S. (Georgia State College for Women), Edi Stokes, Ruth Wyckliffe	
A.B. (Winthrop), A.M. (Vanderbilt), Mathen Stoney, Samuel David	
B.S. (College of Charleston), Economics, Poli Story, Ruth Clowe	itical Science, History. (S)  Durham, N. C.
A.B. (Randolph-Macon), Education. (S)	

<sup>\*</sup> On leave of absence in Spain, 1930-31.

Strauss, Grace A.B. (University of Georgia), History, Mathe	Augusta, Ga.
Strother, Eura Vance	Durham, N. C.
A.B. (Duke), Education.	Durnam, N. C.
Strother, Melissa Adele	Durham, N. C.
A.B. (Duke), French. (S)	, 0.
Stroven, Carl Gerhardt	Honolulu, Hawaii
A.B., A.M. (Stanford), English.	, , , , , , , , , , , , , , , , , , , ,
Stuart, Charles Morgan	Coronaca, S. C.
A.B. (Wofford), Mathematics. (S)	
Stuckey, Marjorie Alline	Bishopville, S. C.
A.B. (Columbia), Education. (S)	
Styron, Gertrude Mars	Davis, N. C.
A.B. (East Carolina Teachers), English, Fren	
Sugden, Herbert Wilfred	Asheville, N. C.
A.B. (Harvard), A.M. (Duke), English.	
Sullivan, A. Lillian	Pinnacle, N. C.
A.B. (North Carolina College for Women),	
Sutton, Lucile Adeline	Powean, Va.
A.B. (University of Richmond), Education. (	
Swanson, John Chester	Durham, N. C.
A.B. (University of Richmond), A.M. (Duke	
Swaringen, James Wilson A.B. (Duke), Education. (S)	Albemarle, N. C.
Sykes, Paul Greene	Durham, N. C.
A.B. (Wake Forest), History. (S)	Durnam, 14. C.
Talbot, Fred Ashton	Honey Brook, Pa.
LL.B. (Temple), Education, Economics, Socio	
Tarbutton, Grady	Wesson, Miss.
B.S. (Millsaps), M.S. (University of Iowa),	Chemistry, Physics. (S)
Taylor, French Emmett	Advance, N. C.
A.B. (Emory and Henry), Education. (S)	
Taylor, Melvin Holmes	Norwood, N. C.
A.B. (Duke), Education. (S)	
Taylor, Nancy Nettles	Wilmington, N. C.
A.B. (North Carolina College for Women), E	
Teague, Levi Wilson	Taylorsville, N. C.
B.S. (George Peabody), Education. (S)	
Thomas, John Frederick	Detroit, Mich.
A.B., A.M. (University of Michigan), Psycho	
Tilley, Ernest Clarence	Durham, N. C.
A.B. (Duke), History, Education, Spanish. (S	
Tipton, Samuel Ridley A.B. (Mercer), Zoölogy.	Macon, Ga.
Trexler, Dora May	Spartanburg, S. C.
A.B. (Converse), Economics, Political Science	e. (S)
Triplett, Edna Bernadine	Charlotte, N. C.
A.B. (Queens), Education. (S)	D ( )
Trueblood, Paul Graham	Roseburg, Oregon
A.B. (Willamette), A.M. (Duke), English. (	Vershaw S C
Truesdale, Edred A.B. (University of South Carolina), Education	Kershaw, S. C.
(Omreisity of Bould Carolina), Education	on, mathematics. (3)

Truesdale, James Nardin	Charlotte, N. C.
A.B., A.M. (Duke), Greek, Latin.  Turbeville, Robert Paul	Lake City, S. C.
A.B. (The Citadel), Education. (S) Twaddell, Vera Carr	Durham, N. C.
A.B. (Duke), Education. (S) Umstead, Kate Goodman	Durham, N. C.
A.B., A.M. (Duke), Education. (S) Umstead, Robert Clinton	Durham, N. C.
A.B. (Duke), Education. (S) Vining, Morgan Fisher	Chapel Hill, N. C.
A.B., LL.B. (University of Texas), English. Voorhees, Reginald	Bridgeport, Conn.
A.B. (Maryville), A.M. (University of Tennes	ssee), Zoölogy.
Waggoner, Gretta May A.B. (Greensboro), Psychology. (S)	Charlotte, N. C.
Wall, Benjamin Reid A.B. (Emory), Psychology. (S)	Gibsonville, N. C.
Wallace, Elbert Stephen A.B. (Birmingham-Southern), Economics.	Roswell, New Mexico
*Walston, Fred Ivan A.B. (Duke), Education. (S)	Conetoe, N. C.
Walston, Rosa Lee	Birmingham, Ala.
A.B. (Woman's College of Alabama), A.M. (	
(Columbia), English, Philosophy.	Dirmingham-Southern), 21.34
Wannamaker, Elizabeth Bates A.B. (Winthrop), Education. (S)	High Point, N. C.
Ward, Charles Eugene A.B. (Baker), A.M. (Duke), English.	Wellsville, Ohio
Ward, Robert Delaney A.B. (The Citadel), Education. (S)	Bladenboro, N. C.
Ward, Ellen Gunter A.B. (Duke), English, French. (S)	Durham, N. C.
Warren, Marion A.B. (Duke), History. (S)	Durham, N. C.
Warrick, Edward A.B. (University of North Carolina), History.	Candler, N. C.
Westerhof, Anthony Cornelius A.B. (Calvin), A.M. (Duke), Psychology, Biol	Holland, Mich.
Whaley, Otis	Durham, N. C.
B.S. (East Tennessee Teachers), M.Ed. (D nomics, Education, French. (S)	
White, Gladys Ruth A.B., A.M. (Duke), Mathematics. (S)	Durham, N. C.
White, Joseph Benton A.B. (Wofford), Mathematics, Education. (S)	Centenary, S. C.
Whitman, William Tate A.B. (Duke), Political Science, Economics, H.	Boaz, Ala. istory. (S)
Williams, Bettie Neal	Morehead City, N. C.
A.B. (North Carolina College for Women), Eng	lish, French, Education. (S)

<sup>\*</sup> A.B. to be conferred June, 1931.

*Williams, Erma Elizabeth A.B. (Duke), Political Science, Economics, La	Kenansville, N. C.
Williams, Harold Fish Ph.B. (University of Wisconsin), Botany, Zo	Ladysmith, Wisconsin
Williams, Harvey Page A.B. (William and Mary), Mathematics.	Raleigh, N. C.
Williams, Winona A.B. (Greensboro), English.	Ramseur, N. C.
Williamson, Francis Marvin A.B. (Southern), Education, Religious Education, Religious Education, Religious Education)	Spartanburg, S. C.
Wilson, Agnes Louise A.B. (Duke), Education. (S)	Durham, N. C.
Wilson, Dorothy Estelle A.B. (Duke), Botany, Zoölogy, Education. (S	Durham, N. C.
Wilson, Flora Prevatte  A.B. (University of North Carolina), Education	Durham, N. C.
Wilson, James Raymond A.B. (Harvard), Zoölogy, Botany.	North Adams, Mass.
Wilson, Lloyd Bain A.B. (Duke), Botany, Zoölogy.	Fallston, N. C.
Wilson, Raymond A.B. (Lambuth), Religion.	Kerrville, Tenn.
Winecoff, Anna Thompson  A.B., A.M. (University of Wyoming), Latin.	Harrisburg, Pa.
Wolverton, Wallace Irving A.B. (Park), Religion, Sociology, Religious E	Durham, N. C.
Womack, John Gamble  A.B. (University of Arkansas), A.M. (Duke)	Dardanelle, Ark.
Woodward, John Floyd A.B. (Wake Forest), Education, History. (S)	Knightdale, N. C.
Yarnall, Jack Negley A.B., A.M. (Washington and Jefferson), Engl	Pittsburgh, Pa.
Yoder, John Yates A.B. (Lenoir-Rhyne), Education. (S)	Salisbury, N. C.
Young, Rena Gibbon A.B. (Randolph-Macon), History. (S)	Charlotte, N. C.
Zimmerman, Mary Kate A.B. (Duke), English, Mathematics. (S)	Lexington, N. C.
SUMMARY	
Graduate students, First Summer Term, 1930. Graduate students, Second Summer Term, 193 Graduate students, Academic Year, 1930-31	0 143
	678
Deduction for duplications	
Total enrollment	547

<sup>\*</sup> A.B. to be conferred June, 1931.

# SCHOOL OF LAW

# · 1930-1931 ANNOUNCEMENTS FOR 1931-1932

Member of the Association of American Law Schools

Approved by the American Bar Association

DURHAM, NORTH CAROLINA 1931

## THE SCHOOL OF LAW

## **FACULTY**

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., LL.D.
PRESIDENT OF THE UNIVERSITY.

JUSTIN MILLER, A.B., LL.B., J.D. DEAN AND PROFESSOR OF LAW.

BRYAN BOLICH, A.B., B.A., M.A., B.C.L. Professor of Law.

JOHN S. BRADWAY, A.B., A.M., LL.B.
PROFESSOR OF LAW AND DIRECTOR OF THE LEGAL CLINIC.

THADDEUS DILLIARD BRYSON PROFESSOR OF LAW.

DAVID F. CAVERS, B.S., LL.B. Assistant Professor of Law.

ALEXANDER H. FREY, A.B., M.A., LL.B., J.S.D. VISITING PROFESSOR OF LAW.

LON L. FULLER, A.B., J.D. Professor of Law.

H. CLAUDE HORACK, Ph.B., LL.B. PROFESSOR OF LAW.

MARION RICE KIRKWOOD, A.B., J.D., LL.D. VISITING PROFESSOR OF LAW 1930-1931.

DOUGLAS BLOUNT MAGGS, A.B., J.D., S.J.D. PROFESSOR OF LAW.

MALCOLM McDERMOTT, A.B., LL.B.
PROFESSOR OF LAW.

GEORGE EDWARD OSBORNE, A.B., LL.B., S.J.D. VISITING PROFESSOR OF LAW.

MARY S. COVINGTON, A.B., LL.B. RESEARCH LIBRARIAN.

GORDON E. DEAN, A.B., J.D. ASSISTANT TO THE DEAN.

WILLIAM R. ROALFE, LL.B. LAW LIBRARIAN.

MARSHALL TURNER SPEARS, A.B., A.M. LECTURER IN LAW.

#### THE SCHOOL OF LAW

#### HISTORY AND ORGANIZATION

The School of Law was founded in the summer of 1904 upon an endowment established by Messrs. James B. Duke and Benjamin N. Duke. It aims to prepare students for the profession of the law in the several states, to develop in them a lively sense of honor and justice, and to fit them in moral character for the duties which belong to this profession. following is an excerpt from the indenture and deed of trust establishing the Duke Endowment: "I have selected Duke University as one of the principal objects of this trust, because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees and faculty men of such outstanding character, ability and vision as will assure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, lawyers and physicians, because these are most in the public eve, and by precept and example can do most to uplift mankind..."

#### METHOD OF INSTRUCTION

The Law School offers such courses in its curriculum as will provide an adequate preparation for the practice of law in any state, and also, through its facilities for specialized study and research affords training for those looking to the teaching of law as a profession. The case method of study is used in all courses excepting those which may be best conducted by seminar or other methods, especially where the reference to non-case material is advantageous. The course of study for the first year is required, as are certain second and third-year courses which are specified in the following pages. Legal research is

an adjunct to many of the undergraduate courses, and is extensively pursued in graduate studies.

#### LAW SCHOOL BUILDING

The law building, like all the other structures on the main campus of Duke University, is in Tudor Gothic style of colorful Cambrian stone from the Duke University quarries. Especially designed to house the Duke University School of Law. it was occupied for the first time in September 1930. This building is planned to take care of all of the various activities in the modern school of law. In it are five large class rooms, each with a seating capacity of approximately two hundred, five class rooms with a seating capacity varying from fifty to seventy-five each, seminar rooms, offices for the faculty and staff, quarters for a Legal Aid Clinic, a court room equipped for both superior and supreme court sessions, a library reading room, and stack-room space.

#### THE LAW LIBRARY

The Law Library contains a collection of more than thirty thousand volumes, consisting of American and English statutory and case law; all of the leading statutes, treatises, standard digests, encyclopedias; the various selected case series, and a strong collection of legal periodicals. Every legal periodical of general interest printed in the English language is on the subscription list. There are several thousand additional volumes of a legal nature in the main library building, immediately adjoining the Law School, as well as the general collection of two hundred thousand volumes, which includes government documents, works on economics, political science and the other social sciences, to all of which the law students and the faculty have convenient access. The Law Library collection has been more than doubled during the past year, and the present rate of increase will be continued.

#### ADMISSION OF STUDENTS

No student will be admitted to the study of law who has not completed, with class standing satisfactory to the faculty, work equivalent to three-fourths of that acceptable for a Bachelor's degree in the undergraduate department of Duke University, or of some other college or university of approved standing. Such work must have been completed with an average grade of not less than five per cent higher than the passing grade of the institution from which credits are offered, or a "C" average if the applicant presents credits from an institution recognizing "D" as a passing grade.

#### ADMISSION TO ADVANCED STANDING

Any person who had complied with the requirements of the preceding paragraph prior to the commencement of his law study, who shall present evidence of the satisfactory completion of any part of the curriculum of the law school at any approved law school maintaining courses of instruction of at least thirty-two weeks for the academic year, and who is eligible for readmission to the law school from which he proposes to transfer, may be admitted to advanced standing, and given provisional credit for courses so completed, final credit for such work to be conditioned on the satisfactory completion of courses carried at the Duke University School of Law.

#### DIRECTIONS TO ENTERING STUDENTS

Whenever possible the applicant is required to have a personal interview with a representative of the University. In all cases where a personal interview is not practicable, letters from public officials, school officials, or other responsible persons, certifying to the applicant's moral character, capacity for leadership, and his probable success in the study and practice of law, are required. Each applicant for regular or advanced standing is required to accompany his application with a recently-made personal photograph, and to have submitted from the recording official of the institution from which he offers credit a complete transcript of his record and a statement of honorable dismissal. Applications should be made on the prescribed Law School application blank. These blanks will be sent upon request.

#### DEGREE

The successful completion of three years' study of law, the last year of which must have been in residence at Duke University, together with a favorable recommendation of the faculty, is required for the degree of Bachelor of Laws.

# ADMISSION TO CANDIDACY FOR A GRADUATE DEGREE

Graduate students must have completed at least three years of college work before having begun the study of law. They must have received the first degree in law from a law school qualified for membership in the Association of American Law Schools. Work done for such degrees must have been of high quality. In exceptional cases an applicant who does not meet all of these requirements may show that he is qualified, as by reason of practice or teaching.

The degree of Master of Laws (LL.M.) will be granted, after one year of residence as a graduate student, upon the satisfactory completion of a course of study, to be approved by the faculty, which may include undergraduate law courses and courses in other departments of the University as well as graduate law courses and research work.

The degree of Doctor of Juridical Science (S.J.D.) is given to those who demonstrate their fitness in legal research and writing by the preparation of a thesis considered by the faculty as suitable for publication. Such thesis shall be prepared during a period of not less than a year following the awarding of the Master's degree.

Graduate research work in particular subjects may be undertaken with permission of the faculty and under the supervision of appropriate instructors, upon the completion of which from one to six semester-units credit may be awarded.

Applications for admission to graduate study should be addressed to the Dean of the Law School and should include transcripts of records of legal and pre-legal work.

#### MATRICULATION, REGISTRATION, AND ENROLLMENT

On the day of registration, September 15, 1931, the applicant must receive from the Dean of the Law School an admission card, indicating that he is entitled to register. Registration is conducted in the law building. All students, both old and new, are required to register at the beginning of each semester. Registration consists of filling out registration cards and class

schedule cards. Class schedule cards or course cards must be approved by the Assistant to the Dean and presented to the Treasurer at the time that tuition and registration fees are paid. A receipt from the Treasurer presented to the Assistant to the Dean completes matriculation.

#### FEES AND EXPENSES

Tuition and registration fees are due at the beginning of each semester. The matriculation fee is twenty-five dollars a semester. The tuition fee is one hundred dollars a semester. A damage fee of one dollar a year is collected at the beginning of the first semester and a medical fee of two dollars per semester at the beginning of each semester. The graduation fee payable by all students to whom a degree is awarded is ten dollars. All fees are payable to the Treasurer of the University. Board may be secured at approximately twenty-five dollars per month at the Union. Furnished rooms may be secured in the dormitories of the University, the rate being from \$30.00 to \$62.50 per semester. This price includes light, heat, water, and janitor service. The cost of law books will average approximately twenty-five dollars each semester.

#### **SCHOLARSHIPS**

A limited number of scholarships covering tuition and matriculation fees (approximately \$250.00) are available for graduates of approved American universities and colleges, who are in need of such assistance. Applicants for these scholarships must have made excellent records in their college work and must show unusual promise of success in the study of law.

These scholarships are awarded on a competitive basis, and applications therefor should be presented before the first of August to the Dean of the Law School, together with a transcript of college work and letters of recommendation from responsible school or other public officials, certifying to the character and fitness of the applicant.

#### CONDUCT OF STUDENTS

The University expects of its students loyal and hearty cooperation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

#### LEGAL CLINIC

Commencing September, 1931, the Law School will conduct a legal aid clinic. The clinic will be housed in the law building in quarters especially designed for such work as the clinic will carry on. The legal aid work will be a part of the regular curriculum of the third year and required of all third-year students.

#### STUDENT ORGANIZATIONS

In the spring of 1931 the students in the School of Law organized a Duke Bar Association composed of all the students of the Law School. The Association operates under a constitution and by-laws which provide for officers at large and representatives of the three classes. Sections patterned after those existing in local, state, and national bar associations were created and are headed by section chairmen. The sections deal with law school affairs, courts and judicial officers, civil law and procedure, legal publications, constitutional amendments, legal aid, and other subjects.

The newly-inaugurated form of student government affords a knowledge of the purpose, function, and procedure of bar associations generally, and provides an immediate step leading to participation in bar association work after the student is graduated.

The Mordecai Law Society, of which all students of the Law School are participating members, was established in 1927 in memory of the late Dean Samuel Fox Mordecai.

Chapters of several of the principal legal fraternities have been established in the Law School.

Application blanks will be sent upon receipt of request addressed to:

THE DEAN OF THE LAW SCHOOL,

Duke University,

Durham, North Carolina.

#### PROGRAM OF INSTRUCTION

#### REOUIRED COURSES

All of the first-year program, comprising thirteen units each semester, twenty-six units for the full year, is required, including the course in Legal Bibliography for which no credit is given. Criminal Law, which will not be offered during 1931-32, is a required course and will be given after 1931-32 as a regular second-year course. Current Decisions is a required course, as are the courses in Legal Clinic and Legal Ethics.

#### FIRST YEAR

Actions and Legal History. Bolich. Three hours a week in the first half year. Cook and Hinton, Cases on Common Law Pleading, and selected materials.

Business Associations I. FREY. Two hours a week. Douglas and Shanks, Cases and Materials on the Law of Management of Business Units; Hatfield, Accounting; mimeographed materials.

Contracts I. (Including Legal Methods). Fuller. Three hours a week. Williston, Cases on Contracts (third edition).

Equity I. HORACK. Two hours a week in the second half year. Casebook to be announced.

Property I. (Personal Property). OSBORNE. Two hours a week in the first half year. Warren, Cases on Property.

Property II. (Introduction to Real Property). CAVERS. Three hours a week in the second half year. Casebook to be announced.

Torts. MAGGS. Three hours a week. Bohlen, Cases on Torts (third edition).

Legal Bibliography. ROALFE. Lectures at the beginning of each semester. Required. No credit.

#### SECOND YEAR

Administration of Criminal Justice. MILLER. Two hours a week. Selected materials. After 1931-32 this course will be given as a regular third-year course and the course in Criminal Law will be given as a regular second-year course, required.

Bills and Notes. Bolich. Two hours a week in the second half year. Selected cases.

Business Associations II. (Partnerships). FREY. Two hours a week in the second half year. Crane and Magruder, Cases on Partnerships. Shorter selection.

Constitutional Law. Maggs. Two hours a week the first half year. Three hours a week the second half year. McGovney, Cases on Constitutional Law.

Contracts II. FULLER. Three hours a week the first half year. Williston, Cases on Contracts (second edition), and volume 3 of Cook, Cases on Equity (3 volume edition).

Current Decisions. Cavers and Maggs. One hour a week (in three sections). Required.

Equity I & II. HORACK. Three hours a week the first half year. Casebook to be announced. After 1931-32 a course entitled Equity II will be given in place of the combined course of Equity I & II, and the course in Equity I, as during 1931-32, will be given in the first year.

Equity III. HORACK. Two hours a week the second half year. Casebook to be announced.

Pleading. Bryson. Two hours a week. Hinton, Cases on Code Pleading.

Property III. (Wills). CAVERS. Three hours a week the first half year. Casebook to be announced.

**Property IV.** (Conveyancing). CAVERS. Four hours a week the second half year. Casebook to be announced. Property III is not a prerequisite for this course.

Sales. McDermott. Two hours a week the first half year. Williston, Cases on Sales.

Trusts. Horack. Two hours a week.

#### THIRD YEAR

Business Associations III. (Corporations). FREY. Four hours a week the first half year. Richards, Cases on Private Corporations (second edition); mimeographed materials. Business Associations I or II are not prerequisites for this course.

Business Associations IV. (Corporation Problems). Frey. Two hours a week the second half year. Selected materials.

Conflict of Laws. Osborne, Two hours a week. Casebook to be announced.

**Creditors' Rights.** Osborne. Three hours a week the second half year. Casebook to be announced.

Criminal Procedure. BRYSON. Two hours a week the first half year. Mikell, Cases on Criminal Procedure.

Evidence. Spears. Two hours a week. Hinton, Cases on Evidence.

Family Law. Spears. Two hours a week the first half year. Mc-Curdy, Cases on Domestic Relations.

Family Law Seminar. Spears. Two hours a week the second half year.

Insurance. Fuller. Two hours a week the second half year. Case-book to be announced.

Jurisprudence. Bolich. Two hours a week the second half year.

Legal Clinic. Bradway. Two hours a week. Three sections. Required. Bradway, Legal Clinic Handbook.

Legal Ethics. BRYSON. One hour a week the second half year. Required. Costigan, Cases on Legal Ethics.

Legal History. BOLICH.

Legislation. McDermott. Two hours a week the first half year. Selected materials.

Legislative Research. McDermott. Two hours a week the second half year.

Municipal Corporations. McDermott. Two hours a week the first half year. Beale, Cases on Municipal Corporations; selected materials.

Municipal Corporations Seminar. McDermott. Two hours a week the second half year.

Practice. Bryson. Two hours a week. Selected materials.

Roman Law. Bolich. Three hours a week the first half year. Selected materials.

Security. Osborne. Three hours a week the first half year. Two hours a week the second half year. Casebook to be announced.

# SCHEDULE OF HOURS, 1931-32

# FIRST SEMESTER

SATURDAY	Contracts Evidence Roman Law Legal Clinic (Section 1)	Current Decisions Legal Clinic (Section 2)	Contracts II Municipal Corporations	Property III Legal Clinic (Section 3)	luled.
FRIDAY	Torts Current Decisions Practice	Equity I and II Practice (Laboratory)	Actions and Legal History Constitutional Law Practice (Laboratory)	Practice (Laboratory)	Laboratory and Seminar Work in Current Decisions, Practice, Legislation, and Legal Clinic to be scheduled Special sessions of classes may be scheduled during afternoon hours at the pleasure of the instructor.
THURSDAY	Contracts Trusts Evidence Legal Clinic (Section 1)	Legal Bibliography Administration of Criminal Justice Business Associations III	Business Associations I Contracts II Conflict of Laws Municipal Corporations	Pleading Security Roman Law	Laboratory and Seminar Work in Current Decisions, Practice, Legislation, and Legal Clinic to be sch Special sessions of classes may be scheduled during afternoon hours at the pleasure of the instructor
WEDNESDAY	Torts Sales Criminal Procedure Family Law	Property I Equity I and II Business Associations III	Actions and Legal History Constitutional Law Security	Property III Legislation	nt Decisions, Practic
TUESDAY	Contracts Trusts Legal Clinic (Section 2)	Legal Bibliography Administration of Criminal Justice Business Associations III	Business Associations I Contracts II Conflict of Laws Legal Clinic (Section 3)	Pleading Security Roman Law	minar Work in Curre classes may be sched
MONDAY	Torts Sales Criminal Procedure Family Law	Property I Equity I and II Business Associations III	Actions and Legal History Current Decisions Practice	Property III Legislation	Laboratory and Se Special sessions of
HOURS	8:40 to 9:30	9:40 to 10:30	10:40 to 11:30	12:10 to 1 P.M.	Afternoon

# SECOND SEMESTER

SATURDAY	Property II Business Associations II Evidence Legal History		Current Decisions	Legal Ethics
FRIDAY	Torts Business Associations II Practice	Property IV Practice (Laboratory)	Contracts Equity III Practice (Laboratory)	Constitutional Law Practice (Laboratory)
THURSDAY	Property II Trusts Evidence Legal History	Legal Bibliography Property IV Insurance Legislative Research	Business Associations I Equity III	Equity I Pleading Security Jurisprudence
WEDNESDAY	Torts Administration of Criminal Justice Family Law Seminar	Current Decisions Creditors' Right	Contracts Bills and Notes Conflict of Laws Municipal Corporations Seminar	Constitutional Law Business Associations IV
TUESDAY	Property II Trusts Legal Clinic Insurance	Legal Bibliography Property IV Legislative Research Creditors' Rights	Business Associations I Current Decisions Practice	Equity I Pleading Security Jurisprudence
MONDAY	Torts Administration of Trusts Criminal Justice Legal Clinic Family Law Seminar	Property IV Creditors' Rights	Contracts Bills and Notes Conflict of Laws Municipal Corporations Seminar	Constitutional Equity I Pleading Business Security Associations IV Jurisprudence
HOURS	8:40 to 9:30	9:40 to 10:30	10:40 to 11:30	12:10 to 1 P.M.

Afternoon Laboratory and Seminar Work in Current Decisions, Practice, Legislation, and Legal Clinic to be scheduled. Sessions | Special sessions of classes may be scheduled during afternoon hours at the pleasure of the instructor.

#### FRESHMAN LAW CLASS

Bain, Edwin L. Bost, E. T., Ir. Brown, R. L., Jr. Campbell, Marshall A. Cameron, E. M. Carson, Crawford H. Coie, J. Paul Dean. Dayton Eagles, Manning Fuller, William Pace Freeman, Chester Gibbs, Coming B. Glanz, Arthur Henry Goodman, Arthur Harmon, J. C., Jr. Harrison, J. Keith Harper, Sanford C., Jr. Hartsell, J. S. W. Howland, William F., Ir. Hughes, Katherine Hunter, William H. Klein, Sylvan Knight, Alton J. Lassiter, W. C. La Grange, Richard L. McGuire, William B., Jr. McNairy, J. E. Mansfield, Donald Bruce Maxwell, Robert Wallace Meyers, Elliott E. Perkins, Lila C. Perkins, Raymond K. Powell, Roy A. Reynolds, Rufus Schock, Arch K., Jr. Seligson, Stanley L. Shawkey, Leonard Shull, J. Malcolm Spears, John W. Thornton, T. Spruill Walker, O. J. Weatherspoon, Everett B. Williard, Cov Winstead, S. G.

Danville, Va. Concord. N. C. Albemarle, N. C. Greensboro, N. C. Durham, N. C. Appomattox, Va. Pullman, Washington Mount Airy, N. C. Birmingham, Ala. Durham, N. C. Washington, D. C. Charleston, S. C. Louisville, Ky. Charlotte, N. C. Council, N. C. High Point, N. C. Winston-Salem, N. C. Concord, N. C. Henderson, N. C. Tazewell. Tenn. Greensboro, N. C. Salem, N. J. Durham, N. C. Smithfield, N. C. Franklin, Ind. Franklin, N. C. Greensboro, N. C. Canton, Ohio New Wilmington, Pa. Irontown, Ohio Memphis, Tenn. Concord, N. H. Spartanburg, S. C. Kemp, N. C. Philadelphia, Pa. Raleigh, N. C. Huntington, W. Va. Neva, Tenn. Lillington, N. C. Winston-Salem, N. C. Macdonald, W. Va. Durham, N. C. High Point, N. C. Roxboro, N. C.

#### JUNIOR LAW CLASS

Alexander, Ernest Raymond Carruthers. Joe T. Edwards, Mark Falls, C. B., Jr. Hannah, Hamner, Jr. Horton, J. E. Nail, Lonnie Emerson Nicks, S. F., Jr. Ray, Jeter Revnolds, Horace T. Robbins, H. H., Jr. Sanders, Geo. W. Scott, Clyfford G. Simon, W. A., Jr. Swift, C. David Ward, Mitchell Emmet, Jr.

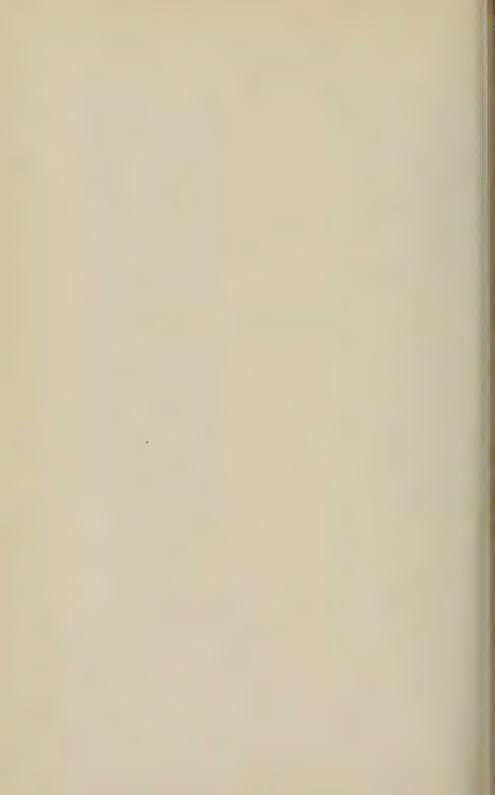
Goldston, N. C.
Durham, N. C.
Asheville, N. C.
Gastonia, N. C.
Rocky Mount, N. C.
Durham, N. C.
Winston-Salem, N. C.
Hillsboro, N. C.
Newport, Tenn.
Malone, N. Y.
Cornelius, N. C.
Tampa, Fla.
Durham, N. C.
Wilmington, N. C.
Greensboro, N. C.
Jackson, Miss.
Indianola, Iowa

#### SENIOR LAW CLASS

Billings, R. B.
Borland, A. H.
Colonna, Shep. W.
Davis, Lee F.
Ervin, Paul R.
Hester, Hanselle L.
Johnston, Walter E., Jr.
McDougle, Herbert Irwin
Marshall, David M.
Newton, Nathan B.
Pearson, R. R.
St. Amand, Emile
Scurry, C. E.
Stoner, Paul Glenn
Wyche, B. P.

Wilson, J. Berkelev

Durham, N. C.
Durham, N. C.
Newport News, Va.
Waynesville, N. C.
Charlotte, N. C.
Winston-Salem, N. C.
Winston-Salem, N. C.
Winchester, W. Va.
Greenville, N. C.
Rocky Mount, N. C.
Wilmington, N. C.
Hendersonville, N. C.
Southmont, N. C.
Dabney, N. C.



### SCHOOL OF MEDICINE

1930-1931 ANNOUNCEMENTS FOR 1931-1932

> DURHAM, NORTH CAROLINA 1931

#### SCHOOL OF MEDICINE CALENDAR, 1930-1933

1930

October 1 (Wednesday)—Registration of entering students.

October 2 (Thursday)—Autumn quarter begins.

November 27 (Thursday)—Thanksgiving (holiday).

December 20 (Saturday)—Autumn quarter ends and Christmas vacation begins.

1931

January 5 (Monday)—Winter quarter begins.

February 23 (Monday)—Washington's birthday (holiday).

March 21 (Saturday)—Winter quarter ends and spring vacation begins.

March 30 (Monday)—Spring quarter begins.

June 13 (Saturday)—Spring quarter ends and summer vacation begins.

June 22 (Monday)—Summer quarter begins.

July 4 (Saturday)—Independence Day (holiday).

September 5 (Saturday)—Summer quarter ends and autumn vacation begins.

October 1 (Thursday)—Registration of entering students.

October 2 (Friday)—Autumn quarter begins.

November 26 (Thursday)—Thanksgiving (holiday).

December 19 (Saturday)—Autumn quarter ends and Christmas vacation begins.

1932

January 4 (Monday)—Winter quarter begins.

February 22 (Monday)—Washington's Birthday (holiday).

March 20 (Saturday)—Winter quarter ends and spring vacation begins.

March 29 (Monday)—Spring quarter begins.

June 12 (Saturday)—Spring quarter ends and summer vacation begins.

June 21 (Monday)—Summer quarter begins.

July 4 (Monday)—Independence Day (holiday).

September 4 (Saturday)—Summer quarter ends and autumn vacation begins.

October 4 (Monday)—Registration of entering students.

October 5 (Tuesday)—Autumn quarter begins.

November 25 (Thursday)—Thanksgiving (holiday).

December 22 (Wednesday)—Autumn quarter ends and Christmas vacation begins.

1933

January 3 (Monday)—Winter quarter begins.

February 22 (Tuesday)—Washington's Birthday (holiday).

March 19 (Saturday)—Winter quarter ends and spring vacation begins.

- March 28 (Monday)—Spring quarter begins.
- June 11 (Saturday)—Spring quarter ends and summer vacation
- June 20 (Monday)—Summer quarter begins.
- July 4 (Tuesday)—Independence Day (holiday).
- September 3 (Saturday)—Summer quarter ends and autumn vacation begins.
- October 3 (Monday)—Registration of entering students.
- October 4 (Tuesday)—Autumn quarter begins,
- November 24 (Thursday)—Thanksgiving Day (holiday).
- December 21 (Wednesday)—Autumn quarter ends and Christmas vacation begins.

The Treasurer's office is in room 301, Page Auditorium building, on the West Campus, and is open daily, except Sunday, from 9 a. m. to 4:30 p. m.

The office of the Recorder and Dean of the School of Medicine is in room M 121 of the Medical School, and is open daily, except Sunday, from 8:30 a, m, to 5 p, m.

For catalogue and general information, address the Office of the Dean, Duke University School of Medicine, Box 3701, Duke University, Durham, N. C.

#### OFFICERS OF ADMINISTRATION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., LL.D.

President of the University

ROBERT LEE FLOWERS, A.M., LL.D. Vice-President, Secretary, and Treasurer

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.

Vice-President

FRANK CLYDE BROWN, A.B., A.M., Ph.D.

Comptroller

CHARLES BLACKWELL MARKHAM, A.B., A.M.

Assistant Treasurer

ARTHUR CARL LEE, B.S., C.E. Chief Engineer

HELEN I. STOCKSDALE

Recorder of the School of Medicine

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., M.D.

Dean of the School of Medicine

#### FACULTY OF THE SCHOOL OF MEDICINE

EDWIN PASCAL ALYEA, S.B., M.D.

Assistant Professor of Urology

HAROLD LINDSAY AMOSS, S.B., M.S., Dr.P.H., Sc.D., M.D.

Professor of Medicine

FREDERICK BERNHEIM, A.B., Ph.D.

Assistant Professor of Physiology

BAYARD CARTER, A.B., M.A., M.D. Professor of Obstetrics and Gynecology

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., M.D. Dean of the School of Medicine and Professor of Pediatrics

WATT WEEMS EAGLE, A.B., M.D. Assistant Professor of Oto-laryngology

GEORGE SHARP EADIE, B.A., M.A., M.B., Ph.D. Professor of Physiology and Pharmacology

WILEY DAVIS FORBUS, A.B., M.D.

Professor of Pathology

EDWIN CROWELL HAMBLEN, A.B., M.D. Associate Professor of Obstetrics and Gynecology

FREDERIC MOIR HANES, A.B., A.M., M.D.

Associate Professor of Medicine

OSCAR CARL EDWARD HANSEN-PRÜSS, A.B., M.D.

Assistant Professor of Medicine

DERYL HART, A.B., A.M., M.D.

Professor of Surgery

DUNCAN CHARTERIS HETHERINGTON, A.B., Ph.D., M.D.

Associate Professor of Anatomy

CHRISTOPHER JOHNSTON, A.B., M.D.

Assistant Professor of Medicine

ELSIE WILSON MARTIN, A.B., M.D. Professor of Dietetics

FORREST D. McCREA, M.S., Ph.D. Associate Professor of Physiology

WILLIAM A. PERLZWEIG, B.S., A.M., Ph.D.

Professor of Biochemistry

ROBERT JAMES REEVES, A.B., M.D.

Assistant Professor of Roentgenology

ROBERT ALEXANDER ROSS, B.S., M.D. Assistant Professor of Obstetrics and Gynecology

JULIAN RUFFIN, A.B., M.A., M.D. Assistant Professor of Medicine

ALFRED RIVES SHANDS, JR., B.A., M.D.

Assistant Professor of Orthopedics

DAVID TILLMAN SMITH, A.B., M.D.

Associate Professor of Medicine

FRANCIS HUNTINGTON SWETT, A.B., M.A., Ph.D.

Professor of Anatomy

HAYWOOD M. TAYLOR, B.S., M.S., Ph.D.

Assistant Professor of Biochemistry

WILLIAM BANKS ANDERSON, A.B., M.D.

Instructor in Oto-laryngology

ROGER DENIO BAKER, A.B., M.D. Instructor in Anatomy

WALTER WARNER BAKER, B.S., A.B., M.D.

Assistant in Surgery

MARY LILIAS CHRISTIAN BERNHEIM, B.A., M.A., Ph.D.

Instructor in Biochemistry

ROYALL M. CALDER, A.B., M.D.

Assistant in Medicine

EMIL BOGOMIR CEKADA, S.B., D.Sc., M.D.

Assistant in Medicine

ERLE BULLA CRAVEN, JR., A.B., M.D.

Instructor in Pathology

JEFFE HARRISON EPPERSON, B.S.

Instructor in Preventive Medicine and Public Health

CLARENCE E. GARDNER, JR., A.B., M.D.

Instructor in Surgery

GLENN E. HARRISON, A.B., M.D.

Instructor in Pediatrics

WILLIAM HENRY HOLLINSHEAD, B.A., M.S.

Instructor in Anatomy

ROBERT RANDOLPH JONES, JR., A.B., M.D.

Assistant in Surgery

ANNE L. LAWTON, A.B., M.D.

Assistant in Pediatrics

HYMAN MACKLER, A.B., M.A.

Instructor in Physiology and Pharmacology

W. EUGENE MATHEWS, A.B., M.D.

Assistant in Oto-laryngology

WALTER BREM MAYER, B.A., M.D.

Assistant in Medicine

ANGUS M. McBRYDE, A.B., M.D.

Instructor in Pediatrics

ERNEST PARRISH McCUTCHEON, D.D.S.

Instructor in Dentistry

ETHEL LOUISE MERRITT, A.B.

Assistant in Biochemistry

MAX OGLESBEE OATES, A.B., M.D.

Assistant in Pathology

ELBERT LAPSLEY PERSONS, A.B., M.D.

Instructor in Medicine

MARY ALVERTA POSTON

Assistant in Bacteriology

R. ELOISE SMITH, A.B., M.A., M.D.

Assistant in Medicine

SUSAN GOWER SMITH, A.B., M.A.

Instructor in Biochemistry

LOUIS B. ZIV, A.B., M.D.

Assistant in Surgery

WILLIAM ALLAN, A.B., M.D. Visiting Lecturer in Medicine

ALBERT ANDERSON, A.B., A.M., M.D.

Visiting Lecturer in Psychiatry

PAUL VERNON ANDERSON, A.B., A.M., M.D.

Visiting Lecturer in Psychiatry

ADDISON GORGAS BRENIZER, A.B., M.D. Visiting Lecturer in Surgery

ANDREW JOHNSON CROWELL, D.Sc., M.D. Visiting Lecturer in Urology

VONNIE MONROE HICKS, M.D. Visiting Lecturer in Ophthalmology

WILLIAM DEBERNIERE MACNIDER, M.D. Visiting Lecturer in Special Pharmacology

PAUL PRESSLEY McCAIN, A.B., M.D. Visiting Lecturer in Medicine

OSCAR LEE MILLER, M.D. Visiting Lecturer in Orthopedics

ARTHUR SPERRY PEARSE, B.S., A.M., Ph.D. Visiting Lecturer in Parasitology

WATSON SMITH RANKIN, M.D.

Visiting Lecturer in Preventive Medicine and Public Health

HUBERT ASHLEY ROYSTER, A.B., M.D.

Visiting Lecturer in Surgery

CLARENCE ALBERT SHORE, S.B., M.S., M.D. Visiting Lecturer in Preventive Medicine and Public Health

CHARLES BYRD WILLIS, M.D. Visiting Lecturer in Surgery

#### COMMITTEES OF THE SCHOOL OF MEDICINE

Administrative Council of the School of Medicine

W. P. FEW (President)

R. L. FLOWERS (Secretary and Treasurer)

W. C. DAVISON (Dean)

Executive Committee

H. L. Amoss

H. L. AMOSS
B. CARTER
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Committee on Hospital Records

R. R. Jones, Jr. E. L. Persons

Committee on Visiting Lecturers

W. D. FORBUS W. A. PERLZWEIG

#### REGIONAL REPRESENTATIVES OF THE COMMITTEE ON ADMISSION

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San Francisco, California
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Boston, Massachusetts
Detroit, Michigan
Minneapolis, Minnesota
St. Louis, Missouri
Butte, Montana
New York, New York
Rochester New York
Winston-Salem, North Carolina
Cincinnati, Ohio
Portland, Oregon
Pittsburgh, PennsylvaniaRoy R. Snowden
Columbia, South Carolina
Columbia, South Carolina
Nashville, Tennessee
New Orleans, Louisiana
Memphis, Tennessee
Fort Worth, Texas
Salt Lake City, Utah
Seattle, Washington

#### GENERAL STATEMENT

The Duke University School of Medicine and the Duke Hospital were established in 1925 through the munificent gift of the late James B. Duke. The hospital and out-patient clinic were opened for patients on July 21, 1930, and have grown much more rapidly than anyone had anticipated. On October 1, 1930, the first classes of 52 first year students and 18 junior students were admitted to the School of Medicine.

The School of Medicine with laboratories and classrooms for three hundred students has been planned to insure the greatest correlation between the various departments. These facilities are available also for students who are studying for degrees other than the M.D. The Hospital with its four hundred and fifty-six beds has every modern convenience for the diagnosis, proper care, welfare, and comfort of the patients, both private and charity, white and colored, whether they come from Durham or from a distance.

In addition to the clinical facilities of the Duke Hospital and Out-Patient Clinic, the Trustees of the Watts Hospital (220 beds) and of the Lincoln Hospital (108 beds) have very kindly granted teaching privileges to the Duke University School of Medicine.

#### DUKE HOSPITAL

Administration

MARCELLUS EATON WINSTON
Superintendent

FREDERIC VERNON ALTVATER, A.B.
Assistant Superintendent

ROSS PORTER, A.B. Assistant Superintendent

ANNE HIGHSMITH CAMPBELL, A.B. Cashier

Public-Dispensary Staff in Addition to Members of the Faculty William Borden Abernethy, A.B., M.D., Medicine.

Julian Warrington Ashby, M.D., Psychiatry.

William Waldo Boone, A.B., M.D., Medicine.

Mabel Ensworth Goudge, A.B., M.A., Ph.D., M.D., Psychiatry.

Reba New Hobgood, Mrs., Social Service.

EMILY HAMMOND, A.B., Physiotherapy.

OSCAR WOODS HOLLOWAY, D.D.S., Dentistry.

NANCY LINDSAY LAWLOR, Nurse in Charge.

JOHN FLETCHER OWEN, M.D., Psychiatry.

DAVID RUSSELL PERRY, A.B., B.S., M.D., Medicine.

ALBERT HENRY POWELL, B.S., M.D., Medicine.

ANNIE THOMPSON SMITH, A.B., A.M., M.D., Obstetrics and Gynecology.

NORMAN OWEN SPIKES, A.B., M.D., Medicine.

EARL RUNYON TYLER, B.S., M.D., Dermatology.

#### Attending Staff in Addition to Members of the Faculty and Public-Dispensary Staff

ERIC ALONZO ABERNETHY, M.D., Medicine, MERLE THERON ADKINS, B.S., M.D., Medicine. NUMA DUNCAN BITTING, Ph.G., M.D., Surgery. Lyle Steele Booker, M.D., Surgery. Francis Norman Bowles, B.S., M.D., Obstetrics and Gynecology. Harvey Mears Brinkley, M.D., Obstetrics and Gynecology. BAIRD UROUHART BROOKS. B.S., M.D., Pediatrics. CHARLES RICHARD BUGG, A.B., M.D., Pediatrics. George Lunsford Carrington, A.B., A.M., M.D., Surgery. WILLIAM MAURICE COPPRIDGE, M.D., Urology. WILLIAM BANKS DEWAR, B.S., M.D., Medicine. BURTON WATSON FASSETT, M.D., Oto-laryngology. ROBERT LEE FELTS, Ph.G., M.D., Medicine. WALTER PERSON HARDEE, M.D., Oto-laryngology. CHARLES LEWIS HAYWOOD, JR., A.B., M.A., M.D., Surgery. JOSEPH CLARK HOLLOWAY, M.D., Medicine. MARION YATES KEITH, A.B., M.D., Pediatrics. THOMAS CLEVELAND KERNS, A.B., M.D., Oto-laryngology. ARTHUR HILL LONDON, JR., A.B., M.D., Pediatrics. BLACKWELL MARKHAM, A.B., M.A., M.D., Surgery. WILLIAM BENSON McCutcheon, A.B., M.D., Surgery. SAMUEL DACE McPHERSON, M.D., Oto-laryngology. SAMUEL FITZSIMMONS RAVENEL, A.B., M.D., Pediatrics. Foy Roberson, M.D., Surgery. BENNETT WATSON ROBERTS, M.D., Pediatrics. DONALD EDWARD ROBINSON, A.B., M.D., Pediatrics. ALBERT SMEDES ROOT, B.S., M.D., Pediatrics. JOSEPH ANDERSON SPEED, M.D., Medicine, WILLIAM RANEY STANFORD, A.B., M.D., Medicine, HUNTER McGuire Sweaney, A.B., M.D., Surgery. GEORGE THOMAS WATKINS, IR., A.B., B.S., M.D., Medicine, WILLIAM MERRITT WATKINS, B.S., M.D., Medicine. PAUL F. WHITAKER, M.D., Medicine.

Tyree C. Wyatt, A.B., M.D., Pediatrics.

#### Resident Staff

Residents

S. LEIGHTON AVNER, B.S., M.D., Obstetrics and Gynecology.
CLARENCE E. GARDNER, JR., A.B., M.D., Surgery.
GLENN E. HARRISON, A.B., M.D., Pediatrics.
ANNE L. LAWTON, A.B., M.D., Pediatrics.
W. EUGENE MATHEWS, A.B., M.D., Oto-laryngology.
MAX O. OATES, A.B., M.D., Pathology.
ELBERT L. PERSONS, A.B., M.D., Medicine.

Assistant Residents

ELBERT B. APPEL, B.S., M.D., Roentgenology.
WALTER W. BAKER, A.B., B.S., M.D., Surgery.
ROYALL M. CALDER, A.B., M.D., Medicine.
EMIL B. CEKADA, S.B., D.Sc., M.D., Medicine.
JEAN D. CRAVEN, A.B., M.D., Pediatrics.
HAROLD FINKELSTEIN, S.B., M.D., Surgery.
R. RANDOLPH JONES, A.B., M.D., Surgery.
WALTER B. MAYER, B.A., M.D., Medicine.
F. W. PORRO, B.S., M.D., Fellow in Pathology.
R. ELOISE SMITH, A.B., M.A., M.D., Medicine.
LOUIS B. ZIV, A.B., M.D., Surgery.

Internes

WILLIAM BUCKINGHAM ARMSTRONG, A.B., M.D., Surgery, ROWLAND T. BELLOWS, Ph.B., M.D., Surgery. ERLE B. CRAVEN, JR., A.B., M.D., Medicine. JAMES M. HICKS, A.B., M.D., Surgery. HARRY C. HUDNALL, B.S., M.D., Medicine. HERSHEL C. LENNON, A.B., M.D., Surgery. GEORGE LILLY, A.B., M.D., Surgery. RALPH McClellan Mugrage, B.S., B.M., Obstetrics and Gynecology. KERMIT PERKINS, A.B., M.D., Surgery. B. KENYON PETER, A.B., M.D., Obstetrics and Gynecology, PAUL W. PRUE, B.S., M.D., Medicine. FREDERIC M. REESE, B.A., M.D., Medicine. RAYMOND HARRISON RIGDON, M.D., Pathology. ROBERT RUARK, A.B., M.D., Surgery. JAMES C. RUEGSEGGER, A.B., M.D., Medicine. WELDON HALL SANGER, A.B., M.D., Surgery. JEROME SYVERTON, A.B., B.S., M.D., Medicine. SARAH VANCE THOMPSON, M.D., Pediatrics.

#### HOSPITAL

The Duke Hospital has 456 beds including 50 bassinets for newly-born infants. *Medicine*, including dermatology, roentgenology, neurology, and psychiatry, has 111 ward beds; *surgery*, including urology, oto-laryngology, ophthalmology,

orthopedics, and gynecology, 105 ward beds; obstetrics, including gynecology, 56; pediatrics 52; and there are 82 private rooms and semi-private cubicles. The surgical department has 7 operating rooms; and obstetrics, 4 delivery rooms. There are accommodations for a resident staff of 40. Offices and examining rooms for the members of the medical faculty are located in the hospital.

Ward Patients. Duke University cannot give charity treatment to all who apply; therefore patients whose incomes are less than \$15 per week should apply for examinations or for admission to the hospital wards (whether full pay, part pay, or free) through their family physicians, to the Duke Public Dispensary (tel. Durham F-131) on the days and hours listed below. The charge for examinations in the Duke Public Dispensary is \$2, exclusive of X-rays and special tests, and the ward rate is \$3 per day if the patient can pay. Welfare departments and churches should assist in the payment for the needy.

PRIVATE PATIENTS. Patients who can pay the private rates of \$5 to \$8 per day may at any time, through their family physicians in consultation with any member of the hospital staff, reserve private rooms by telephoning to the admitting office (Durham F-131). Appointments for private examinations and treatment may be made in advance by telephoning to members of the hospital staff.

Every effort is being made to coöperate with the medical profession, and patients are asked to return to the physicians who referred them to the hospital and public dispensary.

#### PUBLIC DISPENSARY

The out-patient clinic, with 66 examining and treatment rooms, a physiotherapy division, and a brace and instrument shop, is equipped for the diagnosis and treatment of all forms of disease.

Schedule of the Duke Public Dispensary. White patients at 1 P.M.; colored at 3 P.M. Medicine and General Surgery: Daily, except Saturdays, Sundays, and holidays. Obstetrics, Women's Diseases, and Urology: Tuesdays and Fridays. Children's Diseases, Ear, Nose, Throat, and Dentistry: Mondays and Thursdays. Eye: Thursdays. Asthma, Hay

Fever, and Skin Diseases: Tuesdays. Syphilology: Wednesdays. Orthopedics: Mondays and Wednesdays.

#### SCHOOL OF NURSING

BESSIE BAKER, R.N., B.S.

Dean of the School of Nursing and Professor of Nursing Education

The first class of the Duke University School of Nursing was admitted on January 2, 1931. The entrance requirements are intelligence, character, and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse consists of three years of eleven months each. The tuition is \$100 per year. Application forms may be obtained by writing to the Dean, Duke University School of Nursing, Durham. N. C.

Duke University grants the degree of Bachelor of Science to women who have completed successfully two years of college work (60 semester hours) in Duke University or some other approved university or college in addition to the three-year course leading to the Diploma of Graduate Nurse in the Duke University School of Nursing. The sixty semester-hours of college work may be completed either before or after the three-year course in the School of Nursing, but not during it. Those who contemplate studying for this degree should obtain, from the Dean of the School of Nursing, advice about the university or college courses which are recommended.

#### SCHOOL OF DIETETICS

ELSIE WILSON MARTIN, A.B., M.S. Professor of Dietetics

In addition to the training of medical students and nurses in dietetics, women whose previous training is acceptable, are admitted to the School of Dietetics and are given a Certificate of Graduate Dietitian after the successful completion of the course of one year. Applications should be sent to the Professor of Dietetics, Duke University School of Dietetics, Durham, N. C.

Duke University grants the degree of Bachelor of Science to women who have completed successfully three and one half years of college work (110 semester-hours) in Duke University or some other approved university or college, and the course of one year leading to the Certificate of Graduate Dietitian in the Duke University School of Dietetics.

#### POSTGRADUATE STUDY

The need for more provision for postgraduate study is very acute not only in this country but abroad. There are very few clinics to which a physician can go, after he has been in practice several years, to obtain the additional training which he has found he requires. It is the plan of the School of Medicine to attempt to fill this need. If any doctor wishes to spend a few days, weeks, or months reviewing his knowledge of medicine, surgery, obstetrics, pediatrics, or other branches, or if he has to do an unusual operation and wishes to refresh his memory of the anatomy involved, the facilities and equipment are at his disposal. The service of the School of Medicine is not limited to the training of its own students and staff but extends to giving the members of the medical profession the benefit of everything it has. Graduates in medicine are welcomed especially at the varied clinics and demonstrations in medicine, surgery, obstetrics, and other specialties which will be held from 9 A.M. to 12:30 P.M. each Saturday, and at the clinical-pathological conferences at 5 P.M. on Wednesdays. Short intensive postgraduate courses in medicine, obstetrics, and pediatrics will be provided if there is sufficient demand. Further information may be obtained by writing to the head of the department concerned or to the Dean, Duke University School of Medicine, Durham, NC

#### INTERNESHIPS AND RESIDENCES

Interneships of one year's duration with room, board, laundry, and uniforms furnished, but without salary, are available in *medicine* (including dermatology, roentgenology, neurology, and psychiatry), in *obstetrics* (including gynecology), in *pediatrics*, in *surgery* (including urology, oto-laryngology, ophthalmology, orthopedics, and gynecology), or in *pathology*, commencing each January, April, July, and October. Application blanks, which must be returned at least three months before the appointment is desired, may be obtained by writing to the head

of the department in which an interneship is wanted or to the Dean, Duke University School of Medicine, Durham, N. C. Graduates of any class A medical school are eligible for interne-

ships.

After the completion of an interneship in the Duke Hospital or in another acceptable hospital, a certain number may be appointed as assistant residents in medicine, surgery, obstetrics, gynecology, pediatrics, pathology, biochemistry, or in any one of the medical or surgical specialties, at a salary of \$250 to \$500 per year, with maintenance, and eventually may be promoted to the residency in the various departments or sub-departments of the hospital at an annual salary of \$500 to \$1,000, with maintenance. Applications should be made to the head of the department concerned.

#### LIBRARY

JUDITH FARRAR, A.B., B.S. Librarian of the Duke Hospital

"To study the phenomena of disease without books is to sail an uncharted sea, while to study books without patients is not to go to sea at all."—Sir William Osler.

In addition to the general library of Duke University, and the departmental libraries of biology, chemistry, and physics, which have 200,000 volumes available for medical students, the Duke Hospital Library contains 20,000 volumes of American and foreign medical literature. The hospital library subscribes to 440 current American and foreign medical and other scientific journals. These books and journals are available daily from 8:30 A.M. to 10:00 P.M. for the students, nurses, staff, and medical profession.

#### APPLICATION FOR ADMISSION

Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C. They must be filled in with typewriting, a 2 in. x 2½ in. recent photograph attached, and the application returned to the Dean as soon as possible. Applications are evaluated in the order received. If the information obtained is satisfactory, a personal interview with the committee on admission or a regional representative

is arranged for the applicant. Applicants will be required to take the aptitude tests of the Association of American Medical Colleges, except where specifically excused by the school. These tests will be given at most of the colleges and universities on a date to be announced later. The applicant is then notified as soon as possible whether he has been accepted or declined; if accepted, the student must send a deposit of \$50 within two weeks to insure his enrollment. This money is applied toward the tuition. First-year students are admitted only in October at the beginning of the autumn quarter, but applications are considered and a decision in regard to admission is made at any time during the preceding year. Women are received on the same terms as men.

#### REQUIREMENTS FOR ENTRANCE

"I recommend that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life."—James B. Duke.

Intelligence and character are the essential qualifications for admission.

In addition, each candidate must complete the following minimal requirements for grade A medical schools, which consist of two years of college work (70 semester-hours), including:

Biology: At least one year of college work (8 semester-hours, one half of which must be laboratory work and must

include training in embryology).

Chemistry: At least two years of college work (10 semester-hours of inorganic chemistry including short or preliminary courses in qualitative and quantitative analysis, and 6 semester hours of organic chemistry; one half of each course must be laboratory work). These represent the minimal requirements in chemistry. Additional courses in analytical and physical chemistry are desirable.

Physics: At least one year of college work (10 semester-

hours, one half of which must be laboratory work).

English: At least two years of college work (12 semester-hours).

Mathematics: At least one year of college work (6 semester-hours; a working knowledge of logarithms is essential and one of calculus desirable).

Languages: A reading knowledge of German and French is desirable.

(Selection will be based on the quality rather than the quantity of preparation).

#### REQUIREMENTS FOR ADMISSION TO ADVANCED STANDING

In addition to the requirements for entrance, an applicant for admission to the third-year class must present evidence that he will complete successfully the first and second-year curriculum in a class A medical school consisting of : Gross, microscopic and neuro-anatomy, biochemistry, pharmacology, physiology, gross and microscopic pathology, bacteriology, clinical microscopy, and normal and abnormal physical diagnosis. Students who transfer from other medical schools can be admitted into any quarter for which their previous training has fitted them (see curriculum). For example, a student who has completed successfully the first and second-year curriculum at another medical school is eligible to enter the summer quarter in June and to be graduated in December of the following year, or he can enter the autumn quarter in October and receive the M.D. degree in March or June two years later, depending on whether he attends the intervening summer quarter. Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C.; they are evaluated and a decision in regard to admission made as described for applications for admission. Students at other approved medical schools may, if recommended, transfer to Duke for one or more quarters for regular or special studies. They should write to the Dean for information

### REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN THE SCHOOL OF MEDICINE

Duke University grants the degree of Bachelor of Science to students who have completed satisfactorily 70 semester-hours of college work in Duke University or some other approved university or college, six quarters in the Duke University School of Medicine, *creditable extra* work in one or another department, and have written a thesis. No credit toward this degree is given for additional college work. Students who wish

to become eligible for this degree should, early in their course, arrange a program of extra work with the head of any department they desire.

# REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE

Comprehensive group examinations in the preclinical subjects are given to the students after they have completed six quarters, and in the clinical, as well as pre-clinical, subjects at the end of the twelfth quarter. These examinations are held at least twice each year to accommodate students who qualify for them at different times. They demand a more comprehensive knowledge of medicine than can be obtained from the required courses in the schedule, and it is necessary for the student to demonstrate that he has utilized profitably his free time. No numerical grades are given; only the terms "passed" and "failed" are used. The degree of Doctor of Medicine is conferred upon those who, after fulfilling all the requirements for entrance, have completed satisfactorily twelve quarters of the curriculum of the School of Medicine and have passed the pre-clinical and clinical group examinations. Students in any class are admitted on the understanding that only those will be advanced who, in the opinion of the executive committee, give promise of being a credit to themselves and the school. At the end of each quarter, the executive committee reviews the records of all students and those whose progress has been unsatisfactory may be advised to leave the school. Students who have been admitted to advanced standing and those who have studied at other medical schools for part of their course must present evidence that they have completed successfully work comparable to that of the curriculum during the quarters in which they were away.

All students are urged to spend three years in hospital or laboratory work after graduation and they must give assurance satisfactory to the executive committee that they will spend at least two years.

# DEPARTMENTS OF INSTRUCTION Anatomy

The autumn quarter is devoted to the courses of instruction in gross human anatomy, histology, and neurology required of

all entering students. Further work in these subjects and advanced studies in various other branches of anatomy may be undertaken during the students' free time. Prospective candidates for elective work should discuss their wants with the member of the staff in charge of the particular field in which work is requested because only a small number can be accommodated in each group. A few properly-qualified students may be permitted to undertake some original research under the direction of various members of the staff.

#### Biochemistry

The required course in general biochemistry for first year students in medicine and for properly-qualified graduate students in other departments of the university is given during the winter quarter. Three lectures and four laboratory periods of three hours each per week for eleven weeks present a general outline of the subject, to be supplemented by systematic reading. At least once a week the students meet in small groups with instructors for conferences and discussion of the laboratory work.

Electives in pathological chemistry, blood analysis, the chemistry of nutrition, selected methods of biochemical research, and the organic chemistry of proteins and carbohydrates will be offered to groups of qualified students in the autumn, spring, and summer quarters. Details will be posted on the bulletin board. The facilities of the department of biochemistry, including various types of research equipment, and of the clinical material of the blood chemistry laboratory are available for independent or supervised investigations.

#### Physiology and Pharmacology

The required courses consist of (a) a lecture course in physiology in the winter quarter, (b) a lecture course in pharmacology in the spring quarter, and (c) a laboratory course covering both physiology and pharmacology in the spring quarter. The student is expected to acquire his knowledge of these subjects chiefly by his own reading, for which the lectures will serve as introduction and guide, and the laboratory course as illustration. Informal conferences with small groups held during the laboratory hours are intended to aid the students in the solution of problems arising both in their reading and in the

laboratory; and together with informal tests to serve as a check on their work.

Elective courses, both lecture and laboratory, held during the spring and summer quarters, will cover more thoroughly particular aspects of physiology and pharmacology. Some of these will be open to all students of any year; but it will be necessary to limit others to small numbers of selected students. Details will be posted on the bulletin board.

#### Pathology

The required course in general pathology for second-year students is given in the autumn quarter, two hundred and eighty-eight hours being allotted for this purpose. The class is divided into small groups, one instructor being assigned to each group. For the purpose of teaching the gross pathological alterations of tissue, the museum material, which consist of complete cases preserved as separate units, has been classified into well-recognized groups, such as obstructions, diseases due to animal parasites, tumors, etc., each group of material being placed in a separate laboratory. The various student groups are rotated through these rooms. The microscopic aspects of pathological processes are studied by the students at the same time the gross pathological features of the disease are being worked over. Physiological, chemical, and bacteriological phases of the various disease processes are at the same time presented to the student by constant reference to the autopsy protocols and clinical studies of the cases which are under study in the groups. No formal course of lectures will be given. Special lectures on general subjects which have wide application may be given from time to time to the whole class. Attendance at autopsies is required of the students of the second year, the class being divided into small groups which are called in turn. The group members are required to follow the complete studies of the cases which they see—and when such studies are completed they must present the case in conference before the entire class.

Elective courses in pathology will be available for a limited number of students who have completed the course in general pathology. These courses will be given in the winter quarter. Research facilities will be provided in the department for students who are trained sufficiently to undertake such studies.

#### Medicine

Bacteriology and serology are taught to first-year students during the winter quarter. Elective courses are also available in these subjects. Details will be posted on the bulletin board.

Introductory medicine for second-year students during the winter quarter consists of normal physical diagnosis, the study of clinical microscopy, and a series of clinics designed to introduce the student to gross changes due to disturbances of circulation, respiration, and metabolism.

During the autumn, winter, and spring quarters there are held for junior and senior students; on Mondays, Wednesdays, and Saturdays, at 11:30 A.M., clinics in general medicine, in which the usually-prevalent diseases are discussed; on Wednesdays at 5 P.M. clinical pathological conferences in cooperation with the department of pathology; and on Thursdays at 11 A.M. X-ray conferences. The junior students are divided into three groups and each devotes one quarter to combined clinical assistantships on the wards and in the public dispensary, and to the study of clinical microscopy and physical diagnosis. During the specialties quarter, the junior students spend Wednesday afternoons for five and one-half weeks in the syphilis clinic. The senior students are also divided into three groups, each of which spends one quarter of ward and dispensary work in the general and special medical clinics. Introductory medicine is a prerequisite for junior medicine, and the latter is a prerequisite for senior medicine.

#### Surgery

General surgery. In the winter quarter the second-year students attend a number of clinics arranged to familiarize them with the technique of examinations and the diagnostic procedures used in general surgery and the surgical specialties. These are largely demonstrational, and emphasis is placed on the more practical and commonly used methods.

During the autumn, winter, and spring quarters, at 11:30 A.M., on Tuesdays and Fridays and at 9 A.M., on Saturdays, clinics in surgery and the surgical specialties are held for junior and senior students. The junior and senior students are divided into three groups, and each junior and senior group spends one quarter in attending ward-rounds at 8:30 A.M., working on the wards in the mornings and in the public dispensary in the afternoons.

For two afternoons each week there is an *elective* course in operative surgery in the experimental laboratory. The number of students in this course is limited, and priority is given to those in the surgical quarter. They are divided into operating teams and take turns serving as operator, first assistant, and anesthetist. The purpose of this course is to teach the basic principles of aseptic surgery as well as anesthesia. Incidentally, the student performs a number of operations illustrating different types of surgery, the operative procedures being of gradually-increasing difficulty.

Ophthalmological division. During the specialties quarter, the junior students are assigned to the ophthalmological clinic on Monday and Thursday afternoons for five and one-half weeks and assist in the study and treatment of eye diseases. Especial emphasis is placed on the underlying medical and surgical conditions. Each student follows throughout his time in the clinic all cases assigned to him. For those who manifest an unusual interest in this specialty, provision will be made

for more advanced work.

Orthopedic division. During their surgical and specialty quarters, the junior students attend ward-rounds on Wednesdays at 8:30 A.M. The specialty group spends Wednesday afternoons in the public dispensary for five and one-half weeks and visits the orthopedic clinic at Goldsboro once a month. Students are given clinics and lectures on fractures. An elective course in orthopedic pathology is offered for one hour per week during the spring quarter.

Oto-laryngological division. An introductory course of instruction in the use of oto-laryngological instruments is given for second year students in the winter quarter. Junior students during their elective quarter spend Monday and Thursday afternoons in the oto-laryngological clinic for five and one-half weeks. An elective course on the anatomy, physiology, and

diseases of the ear, nose, and throat is also given.

Urological division. Junior students in their specialty quarter on Tuesdays at 8:30 A.M. have ward-rounds dealing with the affections of the male and female urinary tracts and of the male genital tract, and also spend Tuesday and Friday after-

noons for five and one-half weeks in the urological clinic. An *elective* course will also be arranged for those especially interested in the more technical methods of urological diagnosis and in the practice and treatment of these patients.

Dentistry. In order to familiarize the students with the more common diseases of the teeth and gums, particularly in their relationship to general medical and surgical diseases, provision will be made for those who are interested to attend the dental clinic. The various lesions will be demonstrated, the bearing on systemic disease discussed, and treatment carried out

## Obstetrics and Gynecology

Clinics and demonstrations for junior and senior students are held on Saturdays at 10:00 A.M. during the autumn, winter, and spring quarters. During the quarter of the junior year assigned to the specialties, each group of students attends wardrounds at 8:30 A.M. on Fridays for eleven weeks and the public dispensary on Tuesdays and Fridays for five and one-half weeks. The students also spend part of each day on the wards.

Elective courses in the diagnosis and treatment of obstetrical and gynecological conditions will be offered. Details will be posted on the bulletin board.

#### **Pediatrics**

Pediatric clinics and demonstrations for junior and senior students are held on Thursdays at 11:30 A.M. during the autumn and winter quarters. During the quarter of the junior year assigned to the specialties, the student group is divided in two sub-groups. Each of these attend pediatric ward-rounds at 8:30 A.M. on Mondays for eleven weeks and the pediatric clinic at 1:30 P.M. on Mondays and Thursdays for five and one-half weeks. The students also spend part of each day on the pediatric ward.

Elective courses will be offered in infant feeding and in the diagnosis and treatment of disease in infants and children. Details will be posted on the bulletin board.

#### Preventive Medicine and Public Health

Clinics, lectures, and demonstrations are held at 11:30 A.M. on Thursdays during the spring quarter. Field work and trips to public health units also will be arranged.

### CURRICULUM OF THE SCHOOL OF MEDICINE

A year of a student's life can be saved so that it can be applied to postgraduate interne training by condensing the usual four medical school years of thirty-three weeks each into three vears of forty-four weeks each. Four terms of eleven weeks are given each year, commencing October first, with vacations of one week in December, March, and June, and of one month in September: and the degree of M.D. is granted after the satisfactory completion of twelve terms. These may be taken consecutively (graduation in three calendar years), or, if a student prefers, three terms may be taken each year (graduation in four calendar years). Such a curriculum will affect in no way the courses at any other medical school. If students who have received their first two years of training at other medical schools wish to spend their clinical years at the Duke University School of Medicine, they are eligible in June or October for the seventh term, which corresponds to the beginning of the usual third-year class.

The advantages of this continuous curriculum to the medical student are obvious. He will be one year younger at graduation and will have an additional year for hospital or other training: he will be better prepared, for he will not have lost a fortnight or a month in October of each year getting back into the intellectual stride which had been his in the preceding June, and he will see the clinical material peculiar to the summer months. The total of eight weeks of vacation, which every student has under the four-quarter system, should be sufficient for anyone. However, if any student prefers to study four calendar years of thirty-three weeks each, he can do so under this flexible curriculum. A certain number of students, either through illness or through financial difficulties, probably will be absent one or more quarters, but under this curriculum they can take up their work at the beginning of the next quarter and not lose a whole year as is usually necessary. This irregularity is in itself an advantage, for it will reduce the usual rigid lock-step succession of studies.

Approximately one-half of the time in this curriculum is free for elective work or anything else which the student wishes to do. No credits are given for specific courses during this free time. The opportunity is merely provided for each student, on

his own initiative, to obtain the additional training which he may feel to be necessary or desirable. In the first year the greatest amount of free time is concentrated in the latter part of the year in order to give the student a more varied curriculum early in his course and thus enable him to choose elective courses from a wider range of subjects. The summer quarters of the first and third years have been left entirely free in the hope that many of the students will migrate to other medical schools in this country or abroad for elective work, a practice which should be encouraged. The establishment of the four-quarter system at Chicago, Northwestern, Minnesota, and other universities will aid greatly this exchange of students. For students who do not attend the summer quarters, the spring quarters of the second and fourth years are free for the same purpose. The students who do not transfer temporarily to other medical schools may utilize their free time in elective courses in pre-clinical and clinical departments, may pursue independent work in any subject, or may do research work. The elective courses have been organized for small groups and will be repeated if necessary in one or more quarters.

## Curriculum of Four Quarters of Eleven Weeks (429 Hours) Each

(The details of courses will be posted on the bulletin board)

First Year	Hours	
Autumn quarter (1st), Oct. 2-Dec. 20, 1930; Oct. 2-Dec. 19, 1931; Oct. 5-Dec. 22, 1932; Oct. 4-Dec. 21, 1933.  Anatomy (including histology and neuro- anatomy)	0	
Total		429
Winter quarter (2nd), Jan. 5-Mar. 21, 1931;         Jan. 4-Mar. 20, 1932; Jan. 3-Mar. 19, 1933.         Physiology       33         Biochemistry       176         Bacteriology       88         Free time	132	
Total		429

## DUKE UNIVERSITY

	Hours	
Spring quarter (3rd), Mar. 30-June 13, 1931 Mar. 29-June 12, 1932; Mar. 28-June 11, 1933.		
Physiology and Pharmacology 2 Free time	198	
Total		429
Summer quarter (4th), June 22-Sept. 5, 1931; June 21-Sept. 4, 1932; June 20-Sept. 3, 1933.	429	
Free time	429	420
Total		429
SECOND YEAR		
Autumn quarter (5th), Oct. 2-Dec. 19; 1931; Oct. 5-Dec. 22, 1932; Oct. 4-Dec. 21, 1933.		
Pathology		
Total		429
Winter quarter (6th), Jan. 4-Mar. 20, 1932; Jan. 3-Mar. 19, 1933.		
Physical diagnosis	.60 39 230	
Total		429
Spring quarter (7th)*, Mar. 29-June 12, 1932; Mar. 28-June 11, 1933. Medicine (junior)	808	
Free time	121	
Total		429
Summer quarter (8th)*, June 21-Sept. 4, 1932; June 20-Sept. 3, 1933. Surgery (junior)	308	
Free time	121	
Total		429

THIRD YEAR	Hours
Autumn quarter (9th)*, Oct. 5-Dec. 22,         1932; Oct. 4-Dec. 21, 1933.         Specialties (junior)       308         Free time	121
Total	429
Winter quarter (10th)*, Jan. 3-Mar. 19,         1933.         Medicine (senior)       286         Free time	143
Total	429
Spring quarter (11th)*, Mar. 28-June 11,           1933.           Surgery (senior)         220           Free time	209
Total	429
Summer quarter (12th)*, June 20-Sept. 3, 1933.  Final clinical examination	390
Total	429
Summary:	
Total number of hours required instruction3009  Total number of hours of free time  Total number of hours in curriculum	(58%) 2139 (42%) 5148 (100%)

## Changes from the Four-Quarter Schedule Necessary for Students Who Do Not Attend the Summer Quarters

#### FIRST YEAR:

Autumn quarter (1st)—No change from schedule. Winter quarter (2nd)—No change from schedule. Spring quarter (3rd)—No change from schedule.

#### SECOND YEAR:

Autumn quarter (4th)—Same as fifth quarter in schedule.

Winter quarter (5th)—Same as sixth quarter in schedule except that the preclinical examinations are postponed to the end of the spring quarter and the amount of free time increased correspondingly to 173 hours.

Spring quarter (6th)—Same as fourth quarter except that the preclinical examinations are held and the amount of free time correspondingly decreased to 390 hours

### JUNIOR YEAR:

Autumn quarter (7th)—Same as seventh quarter in schedule.\*
Winter quarter (8th)—Same as eighth quarter in schedule.\*
Spring quarter (9th)—Same as ninth quarter in schedule.\*

#### SENIOR YEAR:

Autumn quarter (10th)—Same as tenth quarter in schedule.\* Winter quarter (11th)—Same as eleventh quarter in schedule.\* Spring quarter (12th)—Same as twelfth quarter in schedule.\*

#### SCHEDULE OF INSTRUCTION

(The details of courses will be posted on the bulletin board)
In the clinical years the required instruction in medicine, surgery, obstetrics, gynecology, pediatrics, and other specialties is offered in each of the four quarters. Students may elect the quarters in which they study these subjects, but not more than fifteen students will be enrolled in surgery or medicine in any one quarter; the names will be accepted in order of application. The above schedule illustrates merely the program for one group. For elective courses, students are referred to the bulletin board.

During the quarter devoted to the specialties, the student group is divided into two sub-groups, each of which in rotation spends approximately five and one-half weeks in the following specialties: allergy, syphilis, obstetrics, gynecology, pediatrics, urology, orthopedics, ophthalmology, oto-laryngology, and dentistry.

During the autumn, winter, and spring quarters, the following systematic lectures, clinics, or demonstrations, are given daily at 11:30 A.M., to 12:30 P.M.: medicine and medical specialties, Mondays, Wednesdays, and Saturdays (3 quarters); surgery and surgical specialties, Tuesdays and Fridays (3 quarters); pediatrics, Thursdays (2 quarters); preventive medicine and public health, Thursdays (1 quarter). Every Saturday, clinics and demonstrations are held in surgery (at 9 A.M.), obstetrics

<sup>\*</sup>The clinical instruction is repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth, and ninth quarters; and also the order of the tenth, eleventh, and twelfth quarters. The above schedule illustrates merely the program for one group.

and gynecology (at 10 A.M.) and medicine (at 11:30 A.M.). On Wednesdays at 5 P.M. clinical-pathological conferences are given. Staff ward-rounds in medicine are held on Saturdays at 9:30 A.M.

Visiting physicians are welcomed at all these and other clinics, lectures, demonstrations, and operations.

#### ANGIER B. DUKE MEMORIAL AND OTHER LOAN FUNDS

The Angier B. Duke Memorial, Incorporated, administers through an advisory committee of the officers of the university a loan fund for students. In addition, the university administers other endowed loan funds for the benefit of students who are not able financially to meet their expenses. Medical students, after their third quarter, are eligible for loans from these sources. No scholarships are awarded in the School of Medicine. The loan funds are administered in accordance with the following regulations:

1. No loan shall be made to a student who violates any of the regulations of the university or whose classwork is not satisfactory to the executive committee.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged not later than one week after the beginning of a quarter.

3. Every applicant for a loan must present with the application such security as the president of the university may approve, and no money shall be advanced before a note with approved security is in the hands of the Treasurer of the University.

4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition and room-rent.

5. Interest at the rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.

## INFORMATION AND REGULATIONS CONCERNING FEES AND EXPENSES

All fees for each quarter are due and payable at the beginning of each quarter; no student will be admitted to classes until his or her fees have been paid at the University Treasurer's office.

## Fees and Expenses

Tuition, per quarter\$150		
Room rent, per quarter* 50		
Board, per quarter* 75		
Laundry, per quarter 10	to	\$ 20
Books, per quarter	to	50
Microscope; at matriculation each student must purchase a		
modern microscope, preferably through the university 100	to	150
Athletic fee (optional), admitting students to all athletic		
contests held on the university grounds, per year 10		
Estimated total expenses, exclusive of clothes, microscope,		
damage and athletic fees, per quarter (students may		
study three or four quarters per year)**\$310	to	\$345

FIRST	YEAR STUDENTS	
Name and Preparation  Lenox Dial Baker  University of Tennessee;  University of North Carolina.		University Address Duke Gymnasium
THEODORE NELSON BARNUM University of Michigan; Michigan State College.		7 Glenn Apts., Durham, N. C.
BERGET HENRI BLOCKSOM, JR Indiana University; University of Michigan.	Michigan City, Ind.	Duke Univ., House Q.
OREN DOUGLAS BOYCE		uke Univ., House Q.
JACOB HAL BRIDGES	Lattimore, N. C	Duke Hospital
ERNEST BRUCE BROOKS  Duke University.	Durham, N. C	507 Watts St., Durham, N. C.
JOHN C. BURWELL, JR Duke University; Harvard University.	Warrenton, N. C	Duke Hospital
James Henderson Cherry  Mars Hill College.	Asheville, N. CD	uke Univ., House Q.
Benjamin George Dinin New York University; University of Alabama.	Brooklyn, N. YD	uke Univ., House Q.
ELEANOR BEAMER EASLEY University of Idaho; University of Iowa; George Peabody College; Vanderbilt University.	Durham, N. C	Ambassador Apts., Durham, N. C.
WILLIAM McBrayer Elliott University of North Carolina.		Duke Hospital
JAMES PAYNE FAGAN Milligan College; University of North Carolina.	Erwin, TennD	uke Univ., House Q.
* Some of the medical stude	ents may obtain rooms in the	Duke Hospital; the

<sup>\*</sup>Some of the medical students may obtain rooms in the Duke Hospital; the others in the university dormitories. Meals may be had at the Union on the campus. All rooms are provided with furniture, heat, water, electric light, and care of rooms; each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows.

\*\* Medical students, after their third quarter, are eligible for loans from the Angier B. Duke Memorial and other loan funds.

Name and Preparation WILLIAM DEMPSEY FARMER	Home Address University Address Bailey, N. CDuke Hospital
Duke University.  RAFAEL ANGEL FIOL	. Santiago de Cuba, CubaDuke Univ., House Q.
WILLIAM NICHOLAS FORTESCUE  Duke University.	.Scranton, N. C1515 W. Pettigrew St., Durham, N. C.
	Lahore, VaDuke Hospital
Gustave Freeman University of Georgia; Brown University; Columbia University.	.Athens, GaDuke Univ., House Q.
Peter Harold Gatte	.Youngstown, OhioDuke Hospital
RICHARD HOBART GODWIN	Brooklyn, N. YDuke Univ., House Q.
ROBERT WILLIAMS GRAVES  Davidson College; Princeton University.	Rome, GaDuke Hospital
JAY LEONARD HUTCHINSON	.Huntington, W. VaDuke Univ. House Q.
Want Vinginia Hainannita	Morgantown, W. VaDuke Univ., House Q.
Clarence Porter Jones, Jr	.Newport News, VaDuke Hospital
Julia Mary Jones  Dennison University; Ohio State University.	.Dayton, ODuke Univ., Wom. Coll., Dorm. 4
	.Canton, N. CDuke Univ., House Q.
THEODORE ROOSEVELT KEITH	.Currie, N. CDuke Univ., House Q.
GEORGE KENNETH MAHLOhio State University; Duke University.	.Ironton, ODuke Univ., House Q.
S'AMUEL J. MARGOLIN	Brooklyn, N. YDuke Univ., Southgate Hall
Davidson College; University of North Carolina.	Charlotte, N. CDuke Univ., House Q.
ROBERT FELTON MIKELL	.Deland, FlaDuke Univ., House Q.
Georgetown University.	.Stamford, ConnDuke Univ., House Q.
REGINALD HENRY MITCHELL	Stamford, ConnDuke Univ., House Q.
JAMES KIEFFER NEEDHAM	.Winston-Salem, N. C., R. 2Duke Univ., House Q.
University of South Carolina.	McBee, S. CDuke Univ., House Q.
JACOB OCHS	Averne, N. YDuke Univ., House Q.
University of South Carolina.	Charleston, S. CDuke Univ., House Q.
Louie Pillem'er  Ohio State University;  Marshall College.	Ashland, KyDuke Univ., House Q.
MARION TIMOTHY PLYLER, JR North Carolina State College; Duke University.	Durham, N. C1415 Gregson St., Durham, N. C.

Name and Preparation Home Address University Address
PAUL GERHARD REQUEBrooklyn, N. YDuke Univ., House Q. Duke University.
BENJAMIN FRANKLIN RICKS
Louis Carroll Roberts Shelby, N. CDuke Univ., House Q. Davidson College.
NATHAN RUBY
KIRBY DARR SHEALY
JOHN ELSBURY SRYDER
PAUL JOHN STACY
BENNETT EDWARD STEPHENSON, JRWeldon, N. CDuke Univ., House Q. Duke University.
Benjamin Anderson Strickland, Jr Whitakers, N. C Duke Hospital Mars Hill College; Wake Forest College.
WALLER LITTLEPAGE TAYLOR, JRStovall, N. C1515 W. Pettigrew St., Duke University.  Durham, N. C.
CECILIA YOUNG WILLARDHickory, N. CDuke Univ., Wom. Coll. Flora Macdonald College; Dorm. 4 University of Virginia; Lenoir-Rhyne College.
JARRETT EARL WILLIAMSAlvin, TexasDuke Hospital Emory & Henry College.
JAMES RAYMOND WILSONNorth Adams, MassDuke Univ. University of Alabama; House Q. Harvard College.
CHARLES TERRY WOODNewport News, VaDuke Univ.  Furman University; House Q.  University of Michigan.
JUNIOR STUDENTS
Construction of the second sec
CARLTON N. ADAMS
Wake Forest College; medical student, ibid., 1928-1930.  LACY ALLEN ANDREW, JR
Wake Forest College; medical student, ibid., 1928-1930.  LACY ALLEN ANDREW, JR
Wake Forest College; medical student, ibid., 1928-1930.  LACY ALLEN ANDREW, JR
Wake Forest College; medical student, ibid., 1928-1930.  LACY ALLEN ANDREW, JR
Wake Forest College; medical student, ibid., 1928-1930.  LACY ALLEN ANDREW, JR
Wake Forest College; medical student, ibid., 1928-1930.  LACY ALLEN ANDREW, JR

WILLIAM LORENZ HALTOMJonesboro, ArkDuke Hospital  Hendrix College:
University of Alabama; medical student, ibid., 1928-1930.
George W. HeinitshSpartanburg, S. CDuke Hospital University of North Carolina; medical student, ibid., 1928-1930.
George William JoynerDenniston, VaDuke Hospital Wake Forest College; medical student, ibid., 1928-1930.
JOHN FLETCHER LOVEJOY
RALPH RICHARDS STEVENSONSalt Lake City, UtahDuke Hospital University of Utah; medical student, ibid., 1928-1930.
THADDEUS GILBERT UPCHURCHApex, N. CDuke Hospital University of North Carolina; medical student, ibid., 1928-1930.
ELIZABETH NOEL WALKER
Needham Edgar Ward, Jr
WALTER RAPHAEL WILEY
WILLIAM EDGAR WILKINSONRidgeville, N. CDuke Hospital Davidson College; medical student, University of North Carolina, 1928-1930.

#### SPECIAL STUDENTS

Julian Busby, Medicine, July 1 to September 30, 1930.

Keitt H. Smith, Obstetrics and Gynecology, July 1 to August 31, 1930.

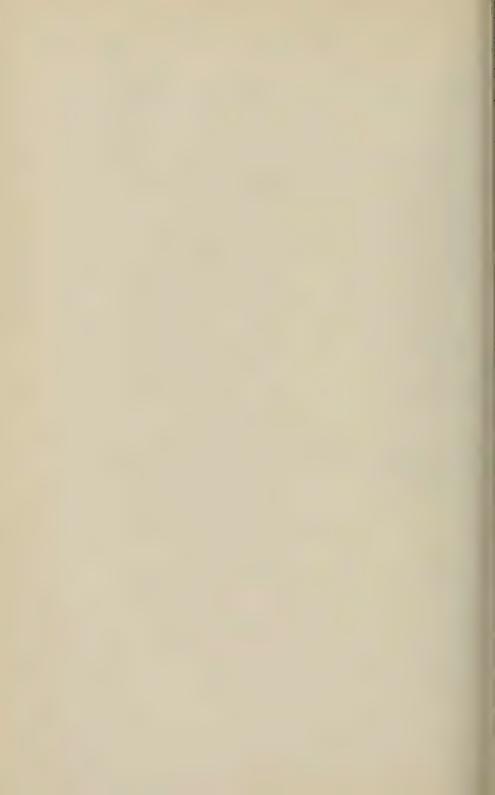
Needham E. Ward, Jr., Obstetrics and Gynecology, July 1 to Sept. 30, 1930.

EDITH C. ROBINSON, *Pathology*, July 1 to September 30, 1930. GEORGE BUSBY, *Surgery*, August 1 to September 30, 1930. J. S. FOWLER, *Surgery*, July 23 to September 30, 1930. F. M. REESE, *Surgery*, July 1 to August 31, 1930.

## STATES IN WHICH THE MEDICAL STUDENTS WERE BORN

Arkansas		· ·	
Georgia	2	North Carolina	26
Idaho			
Massachusetts	1	Pennsylvania	1
Michigan	1	Rhode Island	1
Mississippi	1	South Carolina	6
Missouri	1	Tennessee	1

Duke Ui	NIVERSITY 353
Texas       2         Utah       1         Virginia       5	West Virginia         4           Wisconsin         1
Foreign	Countries
Cuba 1	South Africa 1
INSTITUTIONS AT WHICH WERE PR	
Alabama, University of 4 Brown University 1 Columbia University 1 Davidson College 4 Dennison University 1 Duke University 14 Emory & Henry College 1 Emory University 1 Flora MacDonald College 1 Furman University 1 George Peabody College 1 George Washington University 2 George Washington University 1 Georgia, University of 2 Harvard College 2 Hendrix College 1 Idaho, University of 1 Illinois, University of 1 Indiana, University of 1 Indiana, University of 1 Indox, University of 1 Iowa, University of 1 Indiana Hopkins University 1 Lenoir-Rhyne College 1 Marshall College 3	Mars Hill College



## SCHOOL OF NURSING

1930-1931 ANNOUNCEMENTS FOR 1931-1932

> DURHAM, NORTH CAROLINA 1931

## SCHOOL OF NURSING AND HOSPITAL CALENDAR 1931

1931

January 2 (Friday)—Matriculation, registration, and payment of tuition in School of Nursing.

January 5 (Monday)—Winter quarter—Instruction begins.

February 22 (Sunday)—Washington's birthday (holiday).

March 21 (Saturday)—Winter quarter ends and spring vacation begins.

March 30 (Monday)—Spring quarter begins.

June 13 (Saturday)-Spring quarter ends.

June 15 (Monday)—Summer quarter begins.

July 4 (Saturday)—Independence Day (holiday).

August 1 (Saturday)—Vacations begin.

October 1 (Thursday)—Autumn quarter begins. Matriculation, registration, and payment of tuition in School of Nursing.

October 5 (Monday)—Autumn quarter begins.

November 26 (Thursday)—Thanksgiving (holiday).

December 19 (Saturday)—Autumn quarter ends and Christmas vacation begins.

## OFFICERS OF ADMINISTRATION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., LL.D.

President of the University

ROBERT LEE FLOWERS, A.M., LL.D. Vice-President, Secretary, and Treasurer

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D. Vice-President

FRANK CLYDE BROWN, A.B., A.M., Ph.D. Comptroller

CHARLES BLACKWELL MARKHAM, A.B., A.M.

Assistant Treasurer

ARTHUR CARL LEE, B.S., C.E. Chief Engineer

BESSIE BAKER, R.N., B.S. Dean of the School of Nursing

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., M.D.

Dean of the School of Medicine

MARCELLUS E. WINSTON
Superintendent of the Duke Hospital

## FACULTY OF THE SCHOOL OF NURSING

BESSIE BAKER, R.N., B.S.

Dean of the School of Nursing and Professor of Nursing Education

ANN HENSHAW GARDINER, R.N., B.S., M.S. Assistant Professor of Nursing Education

ELSIE WILSON MARTIN, A.B., M.S. Professor of Dietetics

HELGE LUNDHOLM, Ph.D. Associate Professor of Psychology

HAYWOOD M. TAYLOR, B.S., M.S., Ph.D.

Assistant Professor of Biochemistry

ROGER D. BAKER, B.A., M.D.

Instructor in Anatomy

WILLIAM HENRY HOLLINSHEAD, B.A., M.S. Instructor in Anatomy

ELEANOR USSHER BAKER, A.B. Instructor in English

DONALD METCALF PACE, B.S., M.A. Instructor in Biology

## INSTRUCTORS IN NURSING ADMINISTRATION AND SUPERVISION

E. LOUISE GRANT, R.N.

RUTH BEAN, R. N.

AUGUSTA LAXTON, R.N., B.S. Supervisor of Night Nursing Service

HULDA GERTRUDE NELSON, R.N. Instructor of Operating Room Technique Supervisor of the Operating Rooms

MARION FRANCES BATCHELDER, R.N. Assistant Operating Room Supervisor

EMILY JANNEY, R.N.
Assistant Operating Room Supervisor

NANCY LINDSAY LAWLOR, R.N. Supervisor of Out-Patient Instruction and Nursing Service

## SCHOOL OF NURSING

The School of Nursing of Duke University was established in 1925 in connection with the School of Medicine of the University and the Duke Hospital through the munificent gift of the late James B. Duke.

The executive committee of the School of Nursing is composed of the Dean of the School of Medicine, the Dean of the School of Nursing, Superintendent of the Duke Hospital, and two members of the nursing faculty.

The plan of the School is to prepare young women to meet community needs. These needs are interpreted to mean nurses prepared for the administration and teaching in hospitals and public health work, for nursing care of the sick, and teaching of health in the homes and hospitals of the community. The School provides the same housing, recreational, and educational advantages upon the campus as those of the Woman's College.

### FACILITIES FOR INSTRUCTION

The facilities for instruction include the undergraduate colleges of the University, the School of Medicine, and the Duke Hospital. Students of the School of Nursing are admitted on the same basis as other students of the University.

#### LIBRARIES

The reference library of books and periodicals of special interest to students majoring in nursing is located in the Hospital Library. The student may use the general libraries found on both campuses.

#### HEALTH REGULATIONS

The School has general supervision of the student's health. All students are required to pass a physical examination upon admission to the School of Nursing and at periods thereafter. The usual tests and vaccinations are required.

### VACATIONS

Vacation months may not be limited to the summer, but may be assigned at any time during the year. This may be necessary to insure the most effective correlation of theory and practice. The time allowed for vacation each year is one month.

## ADMISSION REQUIREMENTS

An application form may be obtained by writing to the Dean, Duke University School of Nursing, Durham, N. C. It should be submitted as early as possible in the year in which the applicant desires admission to the school. The applicant will be notified whether she has been accepted or declined; if accepted, the student must send a deposit of \$25 within two weeks to insure her enrollment. This money will be applied toward the tuition. Classes are admitted on October 1 and January 1.

The entrance requirements are intelligence, character, and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse consists of three years of eleven months each.

The degree of Bachelor of Science is also offered to those who have completed successfully two years of college work (60 semester-hours) in Duke University or another acceptable college or university in addition to the three-year course leading to the Diploma of Graduate Nurse in the Duke University School of Nursing. The sixty semester-hours may be completed either before or after the three-year course in the School of Nursing. Those who contemplate studying for this degree should write to the Dean of the School of Nursing for advice in regard to the required course of study.

#### **EXPENSES**

The balance of the tuition fee of one hundred dollars yearly is payable upon the day of admission and at the beginning of each succeeding year of the three-year course. There will be no expense for room, board, and laundry during the pre-clinical or clinical periods. Text books and uniforms are furnished.

In the five-year course, leading to the Diploma in Nursing and the B. S. degree, the expense of the two years of college work is borne by the student. The above regulations regarding

tuition, board, uniforms, and text books apply only when the student is in residence in the School of Nursing.

#### WITHDRAWAL

Students in any class are admitted on the understanding that only those will be advanced who, in the opinion of the executive committee, give promise of being a credit to themselves and the school. At the end of each quarter, the executive committee will review the records of all students and those whose progress has been unsatisfactory may be advised to leave the school.

#### PHYSICAL EDUCATION

Exercise for two periods a week during the first two quarters is required of all students taking the three-year course. Students in the five year course meet the full requirements of the Woman's College during their freshman and sophomore years. The regulation suits may be purchased through the Physical Education Department at the approximate cost of seven dollars or less.

## **ACTIVITIES OFFERED**

Autumn Term—(October to December), Hockey, swimming, tennis, riding, moderate sports, and hiking.

Winter Term—(January to March), Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming, and basket-ball.

Spring Term—(March to June), Tennis, swimming, riding, baseball, track, field events, and archery.

#### THE CURRICULUM

The professional curriculum covers a period of three years, of which three months are assigned for vacation. The courses are divided into the pre-clinical and clinical periods, the former being that time which is devoted almost entirely to the study of the fundamental sciences and to the understanding of the more elementary nursing procedures and skill in their practice. The time is spent chiefly in the classrooms and laboratories of the Duke University Schools of Medicine and Nursing. Clinical experience is given the students after they have acquired skill through supervised practice in the classroom.

## THE THREE YEAR COURSE

FIRST YEAR

First Quarter	Fifth Quarter	
Jan. 5-Mar. 21, 1931	Subject	Hrs.
Subject Hrs.	Gynecology	22
Anatomy & Physiology110	Operating Technique	
Chemistry	Communicable Diseases	33
Psychology		
Hist. Nursing 33	Cintle Outsiden	66
Elem. Phar. & Metrology 33	Sixth Quarter	4.
Personal Hygiene 22	Pediatrics Endocrinology	
English	Orthopedics	
297	Orthopedies	
291		66
Second Quarter	Seventh Quarter	
Mar. 30-June 13	Vacations	
Elem. Nursing105		
Bacteriology 44	Eighth Quarter	
Materia Medica	Mental Hygiene	
Nutrition & Cookery 34	Eye	
Hosp. Economy	Ear	
Case Stady	Lat	
English		66
	Ninth Quarter	
304	Obstetrics	44
Third Quarter	Tuberculosis	11
June 15-October 1		
Adv. Nursing 45	T- 11 0 1	55
Practice on Wards	Tenth Quarter	4.4
Vacations	Psychiatry	
	Skin	11
45		55
Fourth Quarter	Eleventh Quarter	
Oct. 2-Dec. 19	Vacations	
Pathology		
Medicine	Twelfth Quarter	
Surgery	Professional Problems	
	Special Therapeutics	11
88	Preventive Medicine and Public Health	11
	Social Service	
		55

## THE FIVE-YEAR COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE AND GRADUATE IN NURSING

## Major Advisers

BESSIE BAKER, Dean
ANN HENSHAW GARDINER

The aim is to give the student, in her first two years, an introduction to the general cultural subjects which are considered fundamental, to give her a good foundation in the sciences, and to have her share in the social and cultural opportunities of college life. Conferences and excursions are planned to give a better understanding of the field the student has chosen.

During the third and fourth years, the student is assigned to supervised graded services for her clinical experience. The course of study during this period is correlated with her practical experience.

In the fifth year, during approximately the last three quarters, the student may elect her major in one of the following subjects:

- I. Teaching in Schools of Nursing.
- II. Ward Supervision and Teaching in Schools of Nursing.
- III. Public Health Nursing.

The diploma of Nursing and the degree of Bachelor of Science are conferred upon the completion of this course.

#### THE FIVE-YEAR COURSE

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Physical Education Nursing Education

#### SECOND VEAD

		SECOND	ILAK	
	First Semester	S.H.	Second Semester S.H.	ı
English,	3/5	3	English, 4/6 3	j
Language	e	3	Language 3	
Psycholo	gy, 101	3	Psychology, 102 3	3
History,	223	3	History, 223 3	3
Economi	cs, 1	3	Economics, 1 3	
			_	
		15	10	

Physical Education Nursing Education

Language Requirement—12 semester-hours of which not more than six may be the beginning of the language.

#### FIFTH VEAR

Courses I, II, III, represent the electives offered within the five-year course. Electives are to be chosen in conference with an adviser.

I. Teaching in Schools of Nursing:

Principles of Teaching.

Sociology.

History of Education.

Community Health Problems.

Curriculum and Teaching in Schools of Nursing.

Teaching of Nursing Principles and Methods.\*

Ward Supervision and Ward Teaching.

Observation and Practice Teaching.

Ward Administration.\*

Contemporary Problems.

II. Ward Supervision and Teaching in Schools of Nursing:

Principles of Teaching.

Contemporary Problems.

Community Health Problems.

Curriculum and Teaching in Schools of Nursing,

Ward Supervision and Ward Teaching.

Observation and Field Work in Ward Supervision.

Sociology.

Ward Administration.

III. Public Health Nursing:

Principles of Public Health Nursing.

Hygiene and Preventive Medicine.

Materials and Methods of Health Education.

Sociology.

Economics.

Mental Hygiene.

Supervised Case Work.

Child Psychology.

Social Pathology.

<sup>\*</sup>Students who prefer not to teach Practical Nursing may be exempt from Nursing Education and will be required to take courses in the subjects which they elect to teach.

## SCHOOL OF RELIGION

1930-1931 ANNOUNCEMENTS FOR 1931-1932

> DURHAM, NORTH CAROLINA 1931

## GENERAL ADMINISTRATION

FEW, WILLIAM PRESTON, A.B., A.M., Ph.D., Litt.D., LL.D.

President of the University

FLOWERS, ROBERT LEE, A.M., LL.D.

Vice-president in the Business Division, Secretary, and

Treasurer of the University

WANNAMAKER, WILLIAM HANE, A.B., A.M., Litt.D. Vice-president in the Educational Division of the University

BROWN, FRANK CLYDE, A.B., A.M., Ph.D.

Comptroller of the University

LEE, ARTHUR CARL, B.S., C.E. Chief Engineer

COMMITTEE OF THE BOARD OF TRUSTEES ON THE SCHOOL OF RELIGION

W. W. PEELE, M. BRADSHAW, J. F. KIRK, J. B. HURLEY, T. F. MARR

## OFFICERS OF INSTRUCTION

RUSSELL, ELBERT, A.B., A.M., Ph.D.

Dean of the School of Religion

GARBER, PAUL NEFF, A.B., A.M., Ph.D.

Registrar of the School of Religion

BRANSCOMB, BENNETT HARVIE, A.B., M.A. (Oxon), Ph.D.

Professor of New Testament

CANNON, JAMES, III, A.B., A.M., Th.B., Th.M. Ivey Professor of the History of Religion and Missions

GARBER, PAUL NEFF, A.B., A.M., Ph.D. Professor of Church History

GODBEY, ALLEN HOWARD, A.M., Ph.D. Professor of Old Testament

HICKMAN, FRANKLIN SIMPSON, A.B., A.M., S.T.B., Ph.D.

Professor of the Psychology of Religion

MYERS, HIRAM EARL, A.B., S.T.B., S.T.M.

Professor of English Bible

ORMOND, JESSE MARVIN, A.B., B.D. Professor of Practical Theology

ROWE, GILBERT THEODORE, A.B., D.D., Litt.D. Professor of Christian Doctrine

RUSSELL, ELBERT, A.B., A.M., Ph.D. Professor of Biblical Interpretation

SMITH, HILRIE SHELTON, A.B., Ph.D., D.D. Professor of Religious Education

SPENCE, HERSEY EVERETT, A.B., A.M., B.D. Professor of Religious Education

STANBURY, WALTER ALBERT, A.B., D.D. Professor of Practical Theology

VIETH, PAUL HERMAN, A.B., B.D., Ph.D. Professor of Religious Education

CRANFORD, WILLIAM IVEY, A.B., Ph.D. Carr Professor of Philosophy

ELLWOOD, CHARLES ABRAM, Ph.B., Ph.D., LL.D. Professor of Sociology

JENSEN, HOWARD EIKENBERRY, A.B., A.M., B.D., Ph.D. Professor of Sociology

WIDGERY, ALBAN GREGORY, M.A. Professor of Philosophy

BARNES, JAMES FOSTER, A.B., A.M.
Instructor in Church Music

## COMMITTEES OF THE FACULTY

Registration and Advanced Standing-The Registrar, the Dean, and Professor Cannon.

Public Exercises—Dean Russell, Professors Branscomb, Garber, Hickman, and Rowe.

Library—Professors Branscomb, Cannon, and Godbey. Extension—Professors Hickman, Rowe, and Stanbury.

Representatives on Joint Committee on Junalustia School of Religion-President Few, Dean Russell, and Professor Garber.

# SCHOOL OF RELIGION IN DUKE UNIVERSITY

#### HISTORICAL STATEMENT

The present Duke University has been gradually developed from a simple beginning in a local school established in the northwestern part of Randolph County, North Carolina, in 1838. This school was enlarged in 1840 and named Union Institute. In 1841 it was incorporated as Union Institute Academy by the legislature of North Carolina. Under the leadership of President Braxton Craven, the academy grew into an institution chartered as Normal College in 1851. An amendment to the charter in November, 1852, authorized Normal College to grant degrees, and two students were graduated in 1853 with the degree of bachelor of arts.

In 1859 the charter of Normal College was amended to place the institution under the control of the Methodist Episcopal Church, South, and the name was changed to Trinity College. Dr. John Franklin Crowell became president of Trinity College in 1887. The most important achievement of his administration was the removal of the college to Durham, North Carolina, which was accomplished by September, 1892.

President Crowell resigned in 1894 and was succeeded by the Reverend John Carlisle Kilgo, D.D. During President Kilgo's administration the endowment of Trinity College was greatly increased, the Library and other important buildings were erected, and notable progress was made in increasing the variety and improving the quality of the courses of instruction. A School of Law was established in 1904 by the gift of Messrs. James B. and Benjamin N. Duke. In 1910 President Kilgo was succeeded by Dr. William Preston Few.

Trinity College has experienced a great expansion in faculty, endowment, buildings, and equipment during President Few's administration. In December, 1924, Mr. James B. Duke established a \$40,000,000 trust fund for educational and charitable purposes. Trinity College accepted the terms of the indenture of trust on December 29, 1924, and on the following day the name of the institution was changed to Duke University.

Mr. Duke's death in 1925 was followed by the announcement of munificent provisions in his will for the development of the University which bears his family name.

#### SCHOOL OF RELIGION

Trinity College was established by Christian men for the purpose of providing education for young men and women under distinctively Christian auspices. There has been no departure from this clearly defined aim. On the contrary there has been ever-increasing emphasis placed upon this feature of the work of the college, especially in the provision in the curriculum for a great variety of courses on the Bible and other religious subjects.

Through the gift of Mr. James B. Duke, the School of Religion and its curriculum have been separated from the work of the Department of Religion in Trinity College. Among those for whom his gift was intended Mr. Duke placed ministers first. He felt sure that his native state of North Carolina stood in need first of a better educated and more efficiently trained ministry. The organization of the School of Religion of Duke University, the first of the professional schools to start its work, is the carrying out of this intention on the part of Mr. Duke. The work of the School began with the academic year 1926-27, though the exercises formally opening the School were not held until November 9, 1926.

Duke University retains the same close relationship which Trinity College always held to the Conferences in North Carolina of the Methodist Episcopal Church, South. This legal relationship has always been broadly interpreted. Members of all other Christian denominations, as well as Methodists, will be made to feel welcome in the School of Religion and may be assured that the basis on which the work is conducted is broadly catholic and not narrowly denominational.

#### THE PURPOSE OF THE SCHOOL OF RELIGION

Christian work has now expanded to the extent that it covers far more than the work of a preacher or minister. The School of Religion of Duke University purposes to offer training for all types of Christian service. This will include missionaries, teachers of Bible and other religious subjects in the

schools and colleges of the Church, directors of religious education, and social workers. In the future it is planned to fit the courses more completely to the needs of these workers. Still it must be kept clear that the minister in charge of a church, who is placed before the people to preach the Gospel of Christ, is the center and key to the whole problem of Christian work in the church. It is felt with strong conviction that the training of all Christian workers should be maintained on a high level. Consequently this School of Religion is organized on a strictly graduate basis. It is sincerely hoped that the standard thus set may increasingly influence the type of men and women entering Christian work and may lead them to demand the best of themselves in the prosecution of the work of Christ among men.

## RELATION OF THE SCHOOL OF RELIGION TO DUKE UNIVERSITY

As one of the coördinate schools of Duke University, the School of Religion is in close touch with the other schools, particularly with Trinity College and with the Graduate School. Correspondence is invited from those who are interested in the possibility of securing degrees other than that of Bachelor of Divinity, which is granted upon recommendation of the faculty of the School of Religion. Seniors in Trinity College are admitted to certain courses in the School of Religion. Various privileges of Duke University are open to students of the School of Religion. Students in the School of Religion are expected to take part in the religious and social life of the University campus and to share in athletic interests and activities.

## REQUIREMENTS FOR ADMISSION

Candidates for matriculation must be graduates of colleges of recognized standing. They will be admitted without examination on presentation of an official transcript of all college credits and such other credits as they may have secured. This applies to students coming from foreign countries as well as to students from institutions in the United States. They must satisfy the faculty as to their Christian character and purpose. To this end a letter regarding a student's character and purpose from the pastor of his home church, a church official, or

some faculty member in the college where he did his undergraduate work, should be presented at the time of admission. Women will be admitted on the same conditions as men.

### ADMISSION TO ADVANCED STANDING

Students coming from colleges where departments of religion are maintained may be admitted to advanced courses in departments of the School of Religion in which they have done previous work as undergraduates. After one semester in residence, completing at least twelve semester-hours of work, students may make application to the faculty of the School of Religion for credit toward the Bachelor of Divinity degree for courses of senior-graduate rank taken as undergraduates.

### PART TIME SCHEDULES

Students who are not giving full time to their studies in the School of Religion may carry only limited schedules of class work.

## REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Divinity will be conferred by Duke University on students in the School of Religion who satisfactorily complete the prescribed course of study, which consists of ninety semester-hours of work and a thesis. The course is planned to cover three years, of two semesters each, and students are urged to plan to spend in their theological studies the full time thus designated. In no case will the degree of Bachelor of Divinity be conferred on a student until he has spent at least two full semesters in residence in the School of Religion, and has satisfactorily completed a minimum of twenty-four semester-hours of work.

#### THESIS

A thesis is required of all candidates for the degree of Bachelor of Divinity. It shall be of such a character as shall evidence a knowledge of the methods of research and an ability to conduct independent investigations. It shall be written upon some topic in the major field of study. The candidate is responsible for the selection of a suitable subject, which must be approved by the professor in charge of the major field, and

must be filed with the Dean of the School of Religion on or before November 1 of the academic year in which it is expected that the degree will be conferred. Following the submission and approval of the subject of the thesis no changes shall be permitted, except changes for the purpose of clarification or limitation of the subject. The thesis shall be prepared under the supervision and guidance of the professor in charge of the major field. No student shall be allowed to write his thesis in absentia except on the approval of the dean and the professor in charge of the thesis. In all such cases regular reports as to the progress of the thesis must be made to the professor in charge, as often as he may deem wise.

The thesis shall be read by a committee of three members of the faculty of the School of Religion, one of whom shall be the professor under whose direction the thesis has been written, and two other members appointed by the dean, one of whom shall be of a department other than that in which the thesis is written. Each candidate shall be examined orally on his thesis by the committee appointed to read it, said examination not to exceed one hour in length. The thesis must be satisfactory to a majority of the members of the examining committee, including the representative of the department in which the thesis was written

A complete, typed copy of the thesis shall be in the hands of the professor under whom the thesis is written, for correction, by May 1, and three permanently-bound typewritten copies shall be presented for examination not later than May 15 of the year in which it is expected that the degree will be conferred. Theses submitted after May 15 shall not be considered as fulfilling the requirements for graduation in that academic year. In the case of extensive corrections of the thesis in the course of the examination such retyping and rebinding of the thesis as the committee of examination may desire shall be required.

# REQUIREMENTS FOR THE DEGREE OF BACHELOR OF DIVINITY

### GENERAL REOUIREMENTS

A candidate for the degree of Bachelor of Divinity must complete satisfactorily forty-two semester-hours of required work. These general requirements are divided among the departments of instruction in the following manner:

Old Testament	6 s.h.
New Testament	6 s.h.
Christian Doctrine	6 s.h.
Church History	6 s.h.
Homiletics and Practical Theology	6 s.h.
Religious Education	6 s.h.
History of Religion and Missions	6 s.h.
	42 s.h.

## MAJOR ELECTIVES

Each student must select a major field in which he shall elect twelve semester-hours. This choice must be made by the end of the Middle year. A student may take his major in any of the departments of the School of Religion. He may also take his major in English Bible. To do this, he must complete in addition to the required work in the departments of Old Testament and New Testament nine semester-hours in the department of Old Testament and nine semester-hours in the department of New Testament, exclusive of language.

12 s.h.

#### FREE ELECTIVES

Thirty-six semester-hours are designated as free electives. These are to be elected by the student, subject to the approval of the faculty.

36 s.h.

90 s.h.

## REQUIRED COURSES AND ELECTIVES BY DEPARTMENTS

## OLD TESTAMENT

General requirement:

203-204. Introduction to the Old Testament

6 s.h.

Major and free electives:	
	6 s.h.
301. Old Testament Theology	3 s.h.
302. The Exegesis of Selected Books of the Old Testament	
	6 s.h.
	6 s.h.
	6 s.h.
507-510. Indicate Official History	0 5.11.
NEW TESTAMENT	
General requirement:	
	6 s.h.
Major and free electives:	
211-212. Hellenistic Greek	6 s.h.
	3 s.h.
218. The Exegesis of Selected Books of the New	
	3 s.h.
	3 s.h.
	3 s.h.
312. New Testament Theology	3 s.h.
313-314. The Exegesis of Selected Books of the New	
Testament	6 s.h.
315. Judaism at the Beginning of the Christian Era	3 s.h.
316. Hellenistic Religions at the Beginning of the	_
Christian Era	3 s.h.
CHRISTIAN DOCTRINE	
General requirement:	
321. Introduction to the Science of Theology	3 s.h.
322. The Content of Christian Doctrine	3 s.h.
Major and free electives:	0 5.11
	3 s.h.
	3 s.h.
325. Soteriology	3 s.h.
326. Eschatalogy	3 s.h.
Additional courses for a major in this department are Old Tests	-
301 and New Testament 312.	ament
VI IIII I TOURINGII VIII	
CHURCH HISTORY	
General requirement:	
233. Church History to the Reformation	3 s.h.
234. The History of the Evangelical Movement	3 s.h.
Major and free electives:	
	3 s.h.
	3 s.h.
335. Methodism	
	3 s.h.
337. Protestantism and Catholicism in Europe since 1800	3 s.h.

## HOMILETICS AND PRACTICAL THEOLOGY

HOMILETICS AND TRACTICAL INCODOCT	
General requirement:	
341. Homiletics, and either	3 s.h.
342. Sermon Construction, or	3 s.h.
343. Psychology of Preaching, or 344. History of Preaching, or	3 s.h. 3 s.h.
345. City Church Administration, or	3 s.h.
346. Public Worship	3 s.h.
Major and free electives:	
251. The Rural Church and Sociology	3 s.h.
252. Rural Church Administration	3 s.h.
342. Sermon Construction	3 s.h.
343. Psychology of Preaching	3 s.h.
344. History of Preaching	3 s.h.
345. City Church Administration	3 s.h.
346. Public Worship	3 s.h.
348. Church Music and Religious Art	3 s.h.
RELIGIOUS EDUCATION	
General requirement:	
261. Administration and Supervision of Religious Education	3 s.h.
275. Introduction to the Psychology of Religion	3 s.h.
Major and free electives:	
262. Surveys, Tests, and Measurements	3 s.h.
263. Types and Technique of Religious Teaching	3 s.h.
265. Curriculum of Religious Education	3 s.h.
266. Religious Drama	3 s.h.
267. Religious Education in the Community	3 s.h.
268. Materials of Character Education	3 s.h.
269. Principles and Program of Character Education	3 s.h.
270. Religious Education in the Home 271. Research in Religious Education	3 s.h. 3 s.h.
271. Research in Rengious Education 272. Philosophy of Religious Education	3 s.h.
273. Curriculum Construction	3 s.h.
276. Advanced Psychology of Religion	3 s.h.
371. The Religious Experience of the Child	3 s.h.
372. The Religious Experience of Youth	3 s.h.
373. The Psychology of Mysticism	3 s.h.
377-378. Seminar in the Psychology of Religion	4 s.h.
WATER OF THE TOTAL AND MISSION	
HISTORY OF RELIGION AND MISSIONS	
General requirement:	
281. The Nature and Early Development of Religion, or	3 s.h.
282. Living Religions of the World, and either	3 s.h.
283. Expansion of Christianity, or	3 s.h.
284. Principles of Missions	3 s.h.

Major and free electives	::	
281. The Nature and	1 Early Development of Religion	3 s.h.
282. Living Religion	s of the World	3 s.h.
283. Expansion of C	Christianity	3 s.h.
284. Principles of M	lissions	3 s.h.
381. Leading Ideas of	of Religion (God, Sin, and Salvation)	3 s.h.
382. Leading Ideas	of Religion (Future Life and Ethics)	3 s.h.
383. Buddhism		3 s.h.
384. Mohammedanis	m	3 s.h.
385. Christianity and	d World Movements	3 s.h.
386. Missionary Pro	blems	3 s.h.

DISTRIBUTION OF COURSES BY YEARS		
JUNIOR YEAR		
Old Testament	6 s.h.	
New Testament	6 s.h.	
Church History	6 s.h.	
The remaining twelve semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, and History of Religion and Missions, but not more than six semester-hours shall be taken in one depart-		
ment.	12 s.h	
	_	
	30 s.h.	
MIDDLE YEAR		
Christian Doctrine	6 s.h.	
The remaining twenty-four semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theol- ogy, Religious Education, History of Religion and Missions, major electives, and free electives; but not more than twelve		

semester-hours shall be taken in one department.

24 s.h. 30 s.h.

## SENIOR YEAR

In the senior year the student must fulfill all general requirements not completed in the junior and middle years. The remainder of the work is elective.

30 s.h.

#### COURSES OF INSTRUCTION

#### OLD TESTAMENT

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

- 201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. T.Th.S. at 8:40. 6 s.h.

  PROFESSOR GODBEY
- 203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting. M.W.F. at 8:40. 6 s.h.

  Professor Russell
- **301.** Old Testament Theology.—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. M.T.W. at 10:40. 3 s.h.

Professor Russell

- 302. The Exegesis of Selected Books of the Old Testament.—The books to be studied will be chosen from the following list: Job, Second Isaiah, Zechariah, and the Psalms. The study will be based on the English text.

  M.T.W. at 10:40. 3 s.h. Professor Russell
- 305-306. Pre-Mosaic Hebrew Religion.—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. M.W.F. at 12:10. 6 s.h.

  Professor Godbey
- 307-308. The Old Testament in Hebrew.—Parts of the Pentateuch are read during the first semester. Selections from the Prophets are the basis for the study in the second semester. M.W. at 4. 6 s.h.

PROFESSOR GODBEY

**309-310.** Ancient Oriental History.—The aim of this course is to show the relations of Minoan, Philistine. Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. M.T.W. at 8:40. **6 s.h.** Professor Goddey

#### NEW TESTAMENT

211-212. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. M.W.F. at 8:40. 6 s.h., provided the student takes New Testament 217-218 the following year.

PROFESSOR BRANSCOMB

- 213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. M.W.F. at 9:40. 6 s.h. PROFESSOR BRANSCOMB
- 217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. T.Th.S. at 9:40. 3 s.h. Professor Branscomb
- 218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. T.Th.S. at 9:40. 3 s.h. PROFESSOR RUSSELL
- 219. Life of Paul.—A study of Paul's life on the basis of the Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. M.W.F. at 9:40. 3 s.h. Professor Myers
- 311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213-214. Th.F.S. at 10:40. 3 s.h. Professor Russell
- 312. New Testament Theology.—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. Th.F.S. at 10:40. 3 s.h. Professor Branscomb
- 313. The Exegesis of Selected Books of the New Testament.—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. Th.F.S. at 10:40.

  3 s.h. PROFESSOR BRANSCOMB
- 314. The Exegesis of Selected Books of the New Testament.—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. T.Th.S. at 12:10. 3 s.h. Professor Branscomb
- 315. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. Th.F.S. at 10:40. 3 s.h.

  [Not offered in 1931-1932] Professor Branscome
- 316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. Th.F.S. at 10:40. 3 s.h.

[Not offered in 1931-1932]

#### Professor Russell

#### CHRISTIAN DOCTRINE

**321.** Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method of theological investigation. M.W.F. at 8:40. **3 s..h**PROFESSOR ROWE

322. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of the religious thought and experience of the present age. M.W.F. at 8:40. 3 s.h.

PROFESSOR ROWE

323. Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds, M.T.W. at 9:40. 3 s.h.

[Not offered in 1931-1932]-

PROFESSOR ROWE

324. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. M.T.W. at 9:40. 3 s.h.

[Not offered in 1931-1932]

PROFESSOR ROWE

- 325. Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. M.T.W. at 9:40.

  3 s.h. Professor Rowe
- **326.** Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. M.T.W. at 9:40. **3 s.h.**

PROFESSOR ROWE

#### CHURCH HISTORY

- 233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. M.W.F. at 10:40. 3 s.h. PROFESSOR GARRER
- 234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. M.W.F. at 10.40. 3 s.h. PROFESSOR GARBER
- 333. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. M.T.W. at 12:10. 3 s.h.

  PROFESSOR GARBER
- 334. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Prerequisite, Church History 233-234. M.T.W. at 12:10. 3 s.h.

  PROFESSOR GARBER
- **335.** Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America. Prerequisite, Church History 233-234. M.W.F. at 9:40. **3 s.h.**

PROFESSOR GARBER

- 336. Great Men of the Christian Church.—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. M.W.F. at 9:40. 3 s.h.

  PROFESSOR GARBER
- 337. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. Prerequisite, Church History 233-234. M.W.F. at 9:40. 3 s.h.

  [Not offered in 1931-1932]

  Professor Garber

#### HOMILETICS AND PRACTICAL THEOLOGY

- 251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present obligation of the church. T.Th.S. at 8:40. 3 s.h.

  PROFESSOR ORMOND
- 252. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. T.Th.S. at 8:40.

  3 s.h. Professor Ormond
- 341. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded. T.Th.S. at 9:40. 3 s.h.

  Professor Hickman
- 342. Sermon Construction.—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons, with written reports. T.Th.S. at 9:40. 3 s.h.

PROFESSOR HICKMAN

343. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. T. Th.S. at 9:40. 3 s.h.

[Not offered in 1931-1932]

PROFESSOR HICKMAN

344. History of Preaching.—An historical study of the development of Christian preaching from the apostolic period to the present time. Emphasis is laid upon the personality and the homiletical methods of great preachers, studied in their true historical perspective. T.Th.S. at 9:40.

3 s.h. Professor Hickman

[Not offered in 1931-1932]

345. City Church Administration.—A survey of the duties, relationships, and opportunities of the pastorate in the modern urban community; church management and organization; ecclesiastical procedure and law; projects in local churches. M.W.F. at 12:10. 3 s.h.

PROFESSOR STANBURY

**346.** Public Worship.—Problems of the Church's inner and corporate life; a study of the aims, spirit, and conduct of public worship; projects in the constructive criticism of worship. M.W.F. at 12:10. **3 s.h.** 

PROFESSOR STANBURY

348. Church Music and Religious Art.—A study of the use of music and art in public worship. T.Th.S. at 12:10. 3 s.h. Mr. Barnes et al.

Homiletics 353-354.—Practicum on Rural Church Work.—In this course an attempt will be made to develop ministerial efficiency by conserving the educational values of actual experiences of ministerial students in rural churches. Hours to be arranged. 2 s.h. Professor Ormond

#### RELIGIOUS EDUCATION

261. Administration and Supervision of Religious Education.—Deals with problems of administering and supervising the religious education program of the local church. Designed especially to train ministers and other administrative leaders in religious education. Methods of correlation and integration are considered. T.Th.S. at 12:10. 3 s.h.

PROFESSOR VIETH

**262.** Surveys, Tests, and Measurements.—Study of the methods of getting the facts in religious education. Consideration of underlying principles, techniques, and available materials. Special attention to procedure in a local church. T.Th.S. at 12:10. **3 s.h.** 

Professor -

- 263. Types and Technique of Religious Teaching.—The course attempts to give a clear conception of the principles of religious teaching, and of analysis and criticism of the various types of teaching technique. Special attention is given to the project method and group discussion. M.W.F. at 8:40. 3 s.h.

  Professor Spence
- 265. Curriculum of Religious Education.—Study of various theories of the curriculum of religious education; conception of the curriculum as enriched and controlled experience. Analysis of existing curricula and critical evaluation of same. T.Th.S. at 8:40. 3 s.h.

PROFESSOR VIETH

- **266. Religious Drama.**—Study and analysis of the best religious drama available. Project work in the writing and production of religious drama and pageants. T.Th.S. at 8:40. **3 s.h.** PROFESSOR SPENCE
- 267. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school.

  M.W.F. at 8:40. 3 s.h.

  PROFESSOR SPENCE

[Not offered in 1931-1932]

268. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. M.W.F. at 8:40. 3 s.h.

[Not offered in 1931-1932]

PROFESSOR SPENCE

269. Principles and Program of Character Education.—Theory and methods of character education. Study of experiments made in this field. While primary consideration is given character building in religious education, the development of character education in the public schools will also be carefully surveyed. T.Th.S. at 8:40. 3 s.h.

PROFESSOR -

270. Religious Education in the Home.—Deals with special problems in connection with making the home an effective religious educational agency. Study of family relationships, worship habits, attitudes, and ideals. Coöperation of the home with other agencies in the moral and religious development of the child. T.Th.S. at 8:40. 3 s.h.

PROFESSOR -

- 272. Philosophy of Religious Education.—For advanced students interested in problems growing out of the philosophical implications of religious education. Critical examination of various theories and principles underlying modern procedure in religious education. Prerequisite, Religious Education 261. M.W.F. at 9:40. 3 s.h. PROFESSOR VIETH
- 273. Curriculum Construction.—This course deals with the processes of research, construction, and experimentation used in curriculum making. Actual curriculum construction will be undertaken. M.W.F. at 8:40.

  3 s.h. Professor Spence

[Not offered in 1931-1932]

- 275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. T.Th.S. at 8:40. 3 s.h. Professor Hickman
- 276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education 275 or its equivalent. T.Th.S. at 8:40. 3 s.h. Professor Hickman
- 371. The Religious Experience of the Child.—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. M.T.W. at 10:40. 3 s.h.

PROFESSOR HICKMAN

- 372. The Religious Experience of Youth.—A continuation of Religious Education 371. Prerequisite, one course in general psychology. M.T.W. at 10:40. 3 s.h. Professor Hickman
- 373. The Psychology of Mysticism.—A brief historical review of the principal phases of mysticism in religion, followed by a psychological analysis to estimate the abiding worth of mysticism in religious experience. Prerequisite, Religious Education 275 or equivalent. M.T.W. at 10:40. 3 s.h.

  Professor Hickman

[Not offered in 1931-1932]

377-378. Seminar in the Psychology of Religion.—Theories of self and related problems in the philosophical aspects of psychology and their bearing upon religious theory. For advanced students in philosophy, psychology, or psychology of religion. Two hours per week throughout the year. Hours to be arranged. 4 s.h. Professor Hickman

#### HISTORY OF RELIGION AND MISSIONS

- 281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. T.Th.S. at 9:40.

  3 s.h. Professor Cannon
- 282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. T.Th.S. at 9:40. 3 s.h.

PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. T.Th.S. at 10:40. 3 s.h.

Professor Cannon

- 284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. T.Th.S. at 10:40. 3 s.h. PROFESSOR CANNON
- **381.** Leading Ideas of Religion.—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. at 9:40. **3 s.h.**

PROFESSOR CANNON

382. Leading Ideas of Religion.—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. at 9:40. 3 s.h.

PROFESSOR CANNON

383. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present conditions in southern and eastern Asia. Prerequisite, History of Religion and Missions 282. M.W.F. at 9:40. 3 s.h.

Professor Cannon

[Not offered in 1931-1932]

**384.** Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. M.W.F. at 9:40. **3 s.h.** 

[Not offered in 1931-1932] Professor Cannon

**385.** Christianity and World Movements.—Relation of Christianity to significant world movements,—race, war, industry, world peace. T.Th.S. at 10:40. **3 s.h..** Professor Cannon

[Not offered in 1931-1932]

386. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualification and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. T.Th.S. at 10:40. 3 s.h.

PROFESSOR CANNON

[Not offered in 1931-1932]

Courses offered primarily in the Graduate School of Arts and Sciences which may also be credited on the Bachelor of Divinity degree.

#### PHILOSOPHY

203. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. T.Th.S. at 12:10. 3 s.h.

PROFESSOR CRANFORD

- 204. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. T.Th.S. at 12:10.

  3 s.h. PROFESSOR CRANFORD
- 205-206. Idealism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. M.W.F. at 10:40. 6 s.h. PROFESSOR CRANFORD

261-262. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, reports. M.W.F. at 10:40. 6 s.h. Professor Widgery

#### SOCIOLOGY

301. Sociology and Religion.—The bearing of sociology upon religious problems and religious work. M.W.F. at 9:40. 3 s.h.

PROFESSOR JENSEN

- 205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. T.Th.S. at 9:40. 3 s.h.

  Professor Jensen
- 217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. M.W.F. at 10:40.

  3 s.h. PROFESSOR ELLWOOD
- 218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. M.W.F. at 10:40. 3 s.h.

  PROFESSOR ELLWOOD
- 219. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. T.Th.S. at 9:40. 3 s.h.

PROFESSOR ELLWOOD

220. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumplowicz, Ratzenhofer, and Ward, will, among others, be considered. A large amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. T.Th.S. at 9:40. 3 s.h.

PROFESSOR ELLWOOD

## **GENERAL INFORMATION**

## REGULATIONS FOR THE DEGREE OF MASTER OF ARTS IN RELIGION

By joint action of the Graduate Council and of the faculty of the School of Religion, the following regulations have been established for the granting of the degree of Master of Arts in the field of religion:

A student desiring to obtain an A.M. degree with religion as the principal field of work must first complete a period of one academic year in residence in the School of Religion, or in an approved school of similar standing, and must secure thirty semester-hours of credit in studies approved by the faculty of the School of Religion. He may then be recommended to the Graduate Council by the faculty of the School of Religion as a suitable candidate for the A.M. degree. Only those students who have maintained a creditable standing in the first year's work of the School of Religion will be recommended for admission to candidacy for the A.M. degree.

The student, in the next year following the completion of the preliminary requirement in the School of Religion, shall take twelve semester-hours of work and write a thesis for the A.M. degree in some department of the School of Religion in which he has previously received six semester-hours credit for resident work.\* In addition, the student shall take twelve semester-hours of work in related departments of the School of Religion, or in related departments offering graduate courses in the other schools of the University. The student's selection of courses shall be approved by the Faculty of the School of Religion and by the Graduate Council.

In all other respects the candidate for the A.M. degree in the field of Religion shall conform to the usual regulations of the Graduate Council, such as the approval by the Graduate Council of all courses in the School of Religion for which graduate credit is asked, the prerequisites in foreign language, the examination of the thesis, etc.

Students who are recommended to the Graduate Council by the faculty of the School of Religion as candidates for the A.M. degree under the above plan shall be registered for the following year in the Graduate School of the University. They may also be registered in duplicate in the School of Religion for such part of the year's work as will be accepted by the faculty of the School of Religion toward the degree of Bachelor of Divinity.

<sup>\*</sup> Six semester-hours in an approved school of similar standing will be accepted as resident work.

#### FEES

Room-rent and tuition are remitted to students matriculated in the School of Religion, for which they are expected to render service from time to time which shall not interfere with their work in the School of Religion.

Each student is assessed per semester as follows:

Matriculation fee	\$25.00
Library fee	5.00
Athletic fee (optional)	5.00
Publication fee (optional)	2.50
Hospital fee	2.00
Damage fee	1.00

Each student is assessed in the last semester before a degree is conferred, a commencement fee of three dollars and a diploma fee of five dollars. The latter fee is refunded if the diploma is not awarded.

#### LATE REGISTRATION

Students matriculating in either semester at a date later than that prescribed in the catalogue shall pay to the treasurer of the University a penalty of five dollars.

#### ROOMS

Men students in the School of Religion are housed in the new dormitories on the west campus of Duke University. All rooms are provided with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows. Students must furnish their own electric lamps, which can be purchased from the University store.

Rooms for a given year may be engaged at the office of the Director in the Business Division at any time before May 15 of the preceding year. Every student who wishes to retain his room for the succeeding year must notify the office of the Director in the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. A reservation is canceled, and the University is free to rent the room to other students, unless a deposit of \$5.00 for each proposed occupant, in part payment of the rent, is made by August 1. When a

room is once engaged by a student, no change will be permitted except with the consent of the Director in the Business Division.

#### BOARDING HALLS

The University dining hall in the College Union has accommodations for all the resident men students. It is the policy of the University to furnish board to the students at actual cost. Board may be secured at the Union for \$25.00 per month of twenty-eight days. The College Union is the logical center of student activities, and all male students are advised to board in its supervised halls.

#### STUDENT AID

Scholarships are available for ministerial students, the terms of which may be ascertained by correspondence with the Registrar of the School of Religion. Aid is also given in securing positions in churches. Students who need financial help may be assured that the administration will do all in its power to give the necessary assistance.

#### THE LIBRARY

The School of Religion has its own library, conveniently housed in the School of Religion building. This library which contains materials dealing with the subject of religion, already numbers nearly twenty thousand volumes. It has been carefully selected and is the equivalent in working efficiency of many libraries which are much larger. It is already rich in complete files of the more important journals and periodicals, in sets containing source materials for the study of the history of religion and missions, in facsimiles of the more important manuscripts of the New Testament, and in source materials in the field of American church history. The library is being rapidly expanded. Two private libraries of note have been purchased, one of the late Dr. Graf von Baudissin, Professor of Old Testament at the University of Berlin, and the other of the late Dr. Karl Holl, Professor of Church History in the same university, and these have added valuable materials in these fields. One of the outstanding possessions of the library is a magnificent manuscript of the XIII or XIV centuries containing the entire text of the New Testament, which was secured during the past year.

Besides this special library, students of the School of Religion have the use of the main library of the University, the library of the School of Law, and the library of the School of Medicine. All of these libraries are located near the School of Religion building.

#### RELIGIOUS LIFE

The students of the School of Religion are expected to attend the regular University chapel services which are held on Tuesday, Wednesday, Friday, and Saturday of each week. A special chapel service for the School of Religion is held each Thursday morning.

In this, as in other features of the University life, the students of the School of Religion are urged to identify themselves with the life of the whole student group.

#### DATE OF REGISTRATION

Class work in the School of Religion for the academic session of 1931-1932 will begin Monday, September 21, 1931. The registration of students in the School of Religion will begin on Friday, September 18, 1931. Registration should be completed by Saturday, September 19, 1931.

#### ADDITIONAL INFORMATION

Requests for information not contained in this catalogue should be addressed to the Registrar of the School of Religion, Duke University, Durham, North Carolina.

## JUNALUSKA SCHOOL OF RELIGION

#### **INSTRUCTORS**

ELBERT RUSSELL, A.B., A.M., Ph.D.,

Dean of the School of Religion and Professor of Biblical Interpretation,

Duke University.

WILLIAM CLAYTON BOWER, A.B., A.M.,

Professor of Religious Education,

The University of Chicago.

GILBERT THEODORE ROWE, A.B., D.D., Litt.D.,

Professor of Christian Doctrine,

DUKE UNIVERSITY.

ANDREW SLEDD, A.B., A.M., Ph.D., LL.D., D.D.,

Professor of Greek and New Testament Literature,

EMORY UNIVERSITY.

HERSEY EVERETT SPENCE, A.B., A.M., B.D.,

Professor of Religious Education,

Duke University.

SAMUEL M. ZWEMER, A.B., A.M., D.D., LL.D., Professor of the History of Religion and Missions,
PRINCETON THEOLOGICAL SEMINARY.

#### CALENDAR: SCOPE OF WORK

The fourth session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 20 to August 29, 1931. It will be conducted under the joint management of Duke University and the Board of Christian Education with the coöperation of the Board of Missions and other boards of the Methodist Episcopal Church, South.

The purpose is to conduct a Summer School of Religion to meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school

is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. or B.D. degree and for the preliminary work toward the A.M. degree in the School of Religion.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to add credits looking toward the securing of university degrees.

#### COURSES

Courses will be offered meeting five times a week for eighty-minutes periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University. Two such courses may be taken by each student. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and who are ranked as incoming seniors in college.

#### GROUP I

#### FOR COLLEGE UNDERGRADUATES

- Course 1. The Life of Jesus.—An historical study based on the Gospel of Mark.

  Professor Sledd
- Course 3. The Hebrew Prophets.—The beginnings of prophecy in Israel, the historical background and personal experience of the prophets of the Eighth Century, their books and teaching.

  PROFESSOR RUSSELL
- Course 5. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualification and training of candidates, education and other selected problems.

  Professor Zwemer
- Course 7. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at different stages of character development. Emphasis on story material and modern religious poetry.

  PROFESSOR SPENCE

#### GROUP II

FOR COLLEGE GRADUATES
(AND FOR COLLEGE SENIORS)

- Course 2. The Life of Paul.—An historical study based on the Pauline Epistles and the Acts of the Apostles.

  PROFESSOR SLEDD
- Course 4. The Wisdom Literature of the Old Testament.—A study of the origin, purpose, and character of the wisdom movement and of the books: Proverbs, Job, Ecclesiastes, Ecclesiasticus, and Wisdom.

PROFESSOR RUSSELL

Course 6. Character Education.—Factors that determine character; an analysis of techniques of character, education in the light of modern educational trends; the function of religion in character.

PROFESSOR BOWER

- Course 8. Types of Teaching Religion.—A comparative study of techniques used in teaching religion, together with an evaluation of these techniques from the viewpoint of modern trends in religion and education.

  PROFESSOR BOWER
- Course 10. Religious Education in the Community.—This course considers the larger relations of religious education to public education and other community agencies, and also the need, organization, program, and types of week-day religious education and the vacation church school.

PROFESSOR SPENCE

- Course 12. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of religious thought and experience of the present age.

  PROFESSOR ROWE
- Course 14. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded.

  Professor Rowe
- **Course 16. Mohammedanism.**—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today.

PROFESSOR ZWEMER

#### ADDITIONAL INFORMATION

A general matriculation fee of \$5.00 is due at time of registration and a special fee of \$5.00 in each course for which the student registers.

Students are of course responsible for their own arrangements for board and room. Those desiring to engage room

and board in the Sunday School Dormitory should write A. L. Dietrich, 810 Broadway, Nashville, Tennessee. Those desiring to room elsewhere should write to Ralph E. Nollner, Lake Junaluska, North Carolina.

All the sessions of the school will be held in the Sunday

School Building at the west end of Lake Junaluska.

Academic matters will be in charge of the faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address W. M. Alexander, the Board of Christian Education, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar, School of Religion, Duke University, Durham, North Carolina.

## ROLL OF STUDENTS, SCHOOL OF RELIGION

#### SENIOR CLASS

Acev. Archie Everette A.B., Randolph-Macon College, 1927. Ashley, George Norman A.B., Wake Forest College, 1928. Baker, Cecil Alexander A.B., Lambuth College, 1928. Barclift, Chancie DeShield A.B., Duke University, 1927. Bass, James Dallas Ph.B., Emory University, 1930. Bowles, Charles Phillips A.B., Duke University, 1928. Brown, Adrian Ernul A.B., Duke University, 1916. Brown, Cansau Delane A.B., Duke University, 1929. Brown, Robert Edgar A.B., Southwestern University, 1920 Browning, Charles Hancher A.B., Maryville College, 1927. Carper, John Howard A.B., Duke University, 1929. Carroll, James Elwood A.B., High Point College, 1928. A.M., Duke University, 1930. Chalfant, Vernon Elmer A.B., Millsaps College, 1926. Clark, Helen Dearmin A.B., Randolph-Macon Woman's College, 1928. A.M., Duke University, 1930. Coleman, Thomas Rupert A.B., Duke University, 1928. A.M., Duke University, 1930. Crutchfield, Henry Ervin A.B., Elon College, 1926. Cutter, Walter Airey A.B., Central College, 1928. A.M., Duke University, 1930. Davis, Harvey Landis A.B., Duke University, 1921. Edwards, Earl Bowling A.B., Duke University, 1928. Edwards, Moir Williamson A.B., Duke University, 1929. Grigg, Womble Quoy A.B., Duke University, 1923. Harris, Loy Vernon
A.B., Duke University, 1924.

Highfill, Thomas Guthrie

A.B., Moravian College, 1928. A.M., Duke University, 1930.

Chatham, Va. Edenton, N. C. Dver. Tenn. Durant's Neck, N. C. Pulaski, Tenn. Guilford College, N. C. Robersonville, N. C. Traphill, N. C. Durham, N. C. Pikeville, Tenn. Rowland, N. C. Reidsville, N. C. Augusta, Ark. High Point, N. C. Durham, N. C. Henderson, N. C. Baltimore, Md. Wilmington, N. C. Elk Park, N. C. Guilford College, N. C. Coleridge, N. C.

Elon College, N. C.

Farmer, N. C.

Hunt, Dwight R. Vinita, Okla. A.B., Southeastern State Teachers College, 1928

Burlington, N. C. Jordan, Frank Booe A.B., Duke University, 1927.

Kale, William Arthur

A.B., Duke University, 1925. Keever, Homer Maxwell

A.B., Duke University, 1923. A.M., Duke University, 1930.

Kincheloe, Marvin Smith A.B., Emory and Henry College, 1925.

Lefler, Bayne Wesley

A.B., Asbury College, 1925. Mayo, Louis Allen

A.B., Duke University, 1928.

Minga, Taylor Herbert A.B., Birmingham-Southern College, 1928. Murphy, Hugh Edwin

A.B., George Washington University, 1928. Nease, Edgar Harrison

A.B., Duke University, 1925. Pool, Bob Lem

A.B., Duke University, 1930. Rowland, John Lester

A.B., Hendrix-Henderson College, 1926. Shuller, Edgar Ralph

A.B., Hendrix-Henderson College, 1925. Shumaker, Ralph Baxter

A.B., Duke University, 1928. Thompson, Lacy Hunter A.B., Asbury College, 1927. Waggoner, Albert Crews

A.B., Duke University, 1927.

Walton, Aubrey Gray

A.B., Hendrix-Henderson College, 1928.

Wilkinson, Jesse Giles A.B., Duke University, 1927.

Yountz, James Ernest A.B., Duke University, 1929.

Asheville, N. C.

Southmont, N. C.

Church Hill. Tenn.

Cedar Falls, N. C.

Durham, N. C.

Nettleton, Miss.

Durham, N. C.

China Grove, N. C.

Lindale. Tex.

Graham, N. C.

Ozark, Ark.

Salisbury, N. C.

Haw River, N. C.

Eldorado, N. C.

Helena, Ark.

Sherrill's Ford, N. C.

Southmont, N. C.

#### MIDDLE CLASS

Andrews, Chester James A.B., Duke University, 1930.

Atkinson, Samuel Marvin A.B., Wofford College, 1929.

Austin, Hugh Stewart A.B., University of Florida, 1929. Barnwell, Roy James

A.B., Duke University, 1929. Barringer, Emma Blanche

A.B., Duke University, 1922. Bennett, John Wesley

A.B., Duke University, 1915.

Braxton, Jabus Walter A.B., High Point College, 1929.

Carruth, John Robert A.B., Emory and Henry College, 1929. Fairmont, N. C.

Mullins, S. C.

Orlando, Fla.

Asheboro, N. C.

Norwood, N. C.

Ruffin, N. C.

Henderson, N. C.

Anthony, N. M.

Clay, Charles Wesley

A.B., Duke University, 1929.

Cooke, Paul

A.B., Birmingham-Southern College, 1926.

Council, Raymond Ward

A.B., Lambuth College, 1929. Dimmette, Joel Walter

A.B., Duke University, 1928. Dutton, William Clarke

A.B., Emory and Henry College, 1923.

George, LeRoy Brunson

A.B., Wofford College, 1929.

Grisham, Roy Arnold

A.B., Millsaps College, 1928. Harbin, Andrew Vandiver, Jr. A.B., Wofford College, 1929.

Hardin, Harvey McConnell

A.B., Southern College, 1929. Hathaway, Offie Lemuel A.B., Duke University, 1930.

Hinson, Oded Isaiah

A.B., Duke University, 1908.

Hood, George Franklin

A.B., Duke University, 1928.

Jenkins, Theodore Roosevelt A.B., Duke University, 1927.

\*Needham, Eugene Warren

A.B., Duke University, 1931.

Overton, Ernest Golden

A.B., Duke University, 1925.

Pope, Liston

A.B., Duke University, 1929.

Sanford, Marshall Stanfield

A.B., Lambuth College, 1929.

Sessoms, Louise Elizabeth A.B., Duke University, 1926. Shankle, Byron

A.B., Duke University, 1923.

Sharp, Eron Malcolm

A.B., Millsaps College, 1927. Sharpe, Ralph McDuffie

A.B., Wofford College, 1927. Singleton, George Harbin

A.B., Birmingham-Southern College, 1929.

Stafford, Garland Reid

A.B., Emory and Henry College, 1925.

Thompson, Arnold Chester

A.B., Taylor University, 1924.

Tilley, Lester Archie

A.B., Duke University, 1929.

Williams, Atticus Morris

B.S., North Carolina State College, 1921.

Williams, Benjamin Truman

A.B., Hendrix-Henderson College, 1928.

Wilson, Raymond

A.B., Lambuth College, 1929. Wolverton, Wallace Irving A.B., Park College, 1926.

Winston-Salem, N. C.

Cullman, Ala.

Union City, Tenn.

Swepsonville, N. C.

Cedar Springs, Va.

Independence, La.

Wheeler, Miss.

Mullins, S. C.

Lakeland, Fla.

Middlesex, N. C.

Durham, N. C.

Vale, N. C.

Durham, N. C.

Ruffin, N. C.

Burlington, N. C.

Thomasville, N. C.

Elbridge, Tenn.

Durham, N. C.

Durham, N. C.

Vernon, Tex.

Gilbert, S. C.

Birmingham, Ala.

Abingdon, Va.

Hillsboro, N. C.

Bynum, N. C.

Erwin, N. C.

Ozark, Ark.

Kerrville, Tenn.

Bristow, Okla.

<sup>\*</sup> The degree of Bachelor of Arts will be conferred in June, 1931.

#### **JUNIOR CLASS**

Barbee,	Carl	Wel	bster			
B	S. W	Vake	Forest	College.	1927.	

Barker, Thomas Ralph

A.B., Duke University, 1930.

Barnwell, Myrtle Carver

A.B., Duke University, 1930.

Boggs, Clyde Stewart

A.B., Kentucky Wesleyan College, 1930.

\*Boone, Daniel Clifton

A.B., Elon College, 1931.

\*Bowman, Clarice Margaret
A.B., Duke University, 1931.

Brown, James Witt

A.B., Randolph-Macon College, 1930.

Dean, William Eunice

A.B., Birmingham-Southern College, 1927.

Denton, Ernest Sigler

A.B., Kentucky Wesleyan College, 1930.

Derrick, Melvin Earle

A.B., Wofford College, 1930. \*Donald, Samuel Everett

A.B., Lynchburg College, 1931. Duffie, George Summers

A.B., Wofford College, 1930.

Erwin, McKinley Gladstone A.B., Duke University, 1923.

Evans, Christine Stout

A.B., Southern College, 1921.

Evans, Garfield

A.B., Southern College, 1911. Faulk, Roland William

A.B., Centenary College, 1930.

Finch, Mary Douglas

B.S., Virginia State Teachers College, 1922. A.M., Scarritt College, 1925.

Foster, George Adair A.B., University of Florida, 1930.

Giessen, Charles Henry

A.B., Hendrix-Henderson College, 1930. Goldston, Cleo Wade

A.B., University of North Carolina, 1930. Groce, William Harold

A.B., Duke University, 1930. Hastings, Comer Henry

A.B., Lambuth College, 1930.

Hedden, Forrest Dearborn

A.B., Southern College, 1930.

Holt, Doctor Dillon

A.B., Duke University, 1927. Holt, Kenneth Gordon

A.B., High Point College, 1930.

Huckabee, Susan Bedell

B.S., New York University, 1930. Huckabee, Weyman Carlisle A.B., Duke University, 1926.

Bahama, N. C.

Spencer, N. C.

Asheboro, N. C.

Hazard, Kv.

Suffolk, Va.

Mount Airv. N. C.

Richmond, Va.

Hanceville, Ala.

Henderson, Kv.

Columbia, S. C.

Clifton Forge, Va.

Saluda, S. C.

Farmington, N. C.

Durham, N. C.

Durham, N. C.

Gilbert, La.

Chase City, Va.

De Funiak Springs, Fla.

England, Ark.

Goldston, N. C.

Salisbury, N. C.

Memphis. Tenn.

Tampa, Fla.

Albemarle, N. C.

Burlington, N. C.

Durham, N. C.

Durham, N. C.

<sup>\*</sup> The degree of Bachelor of Arts will be conferred in June, 1931.

Huffman, Norman Ara

A.B., Duke University, 1930.

Jackson, Fynes Berty

A.B., Emory and Henry College, 1930.

James, Feltham Syreen

A.B., Wofford College, 1928.

Johnson, John Walter

A.B., Duke University, 1930. Kipka, Edward Eugene

A.B., Elon College, 1930. Lanier, Walter Lee

A.B., Duke University, 1930,

Larkin, Leon Crawford

A.B., Duke University, 1917. Lineberger, James Worth

A.B., Wofford College, 1929.

Lowell, Stanley

A.B., Asbury College, 1930.

Lov. William McKinley

A.B., High Point College, 1927.

Maness, Madison Ward A.B., Duke University, 1928.

Pearce, Hubert Edward, Ir.

A.B., Hendrix-Henderson College, 1930.

Prentis, Robert Brown

A.B., Kentucky-Wesleyan College, 1930.

Regan, James Robert

A.B., Duke University, 1928. Robbins, Cecil Wavne

A.B., Birmingham-Southern College, 1930. Root, Paul Adelbert

A.B., Asbury College, 1930.

Russell, Harrel McTeer

A.B., Emory and Henry College, 1927.

Shinn, Fred Harris

A.B., Duke University, 1930. Smith, Charles Moody

A.B., Duke University, 1930.

Starnes, Shirley Judge
A.B., Duke University, 1929.
Steele, Eva Belle
B.S., Peabody College, 1928.

Still, Joseph Ragsdale

A.B., Emory and Henry College, 1930.

Tew, William Alton

A.B., Guilford College, 1930. Thrift, Charles Tinsley, Jr.
A.B., Duke University, 1930.
Trammell, James Fletcher

A.B., Southwestern University, 1930. Turner, Clarence Ambrose, Jr.

A.B., William and Mary College, 1930. Tuttle, Lee Foy

A.B., Duke University, 1927. \*Vale, Charles Edward

A.B., Duke University, 1931.

Asheville, N. C.

Durham, N. C.

Sumter, S. C.

Greenville, S. C.

Mooresville, N. C.

Norwood, N. C.

Durham, N. C.

Rock Hill, S. C.

Hastings, Minn.

Mebane, N. C.

Rowland, N. C.

Clarendon, Ark.

Owensboro, Kv.

Elizabethtown, N. C.

Shannon, Miss.

Seattle, Wash.

Lenoir City, Tenn.

Concord, N. C.

Charlotte, N. C.

Yanceyville, N. C.

Catlett, Va.

Knoxville, Tenn.

Goldsboro, N. C.

Durham, N. C.

Ireland, Texas

Princeton, N. C.

High Point, N. C.

Hillsboro, N. C.

<sup>\*</sup> The degree of Bachelor of Arts will be conferred in June, 1931.

Washam, Conrad Cline A.B., Duke University, 1930. Whitehead, Talton Johnson A.B., High Point College, 1930. Whitsett, Daniel Cleveland A.B., Birmingham-Southern College, 1930. Wicker, Walton Crump

A.B., University of North Carolina, 1916. A.M., Columbia University, 1920.

Williamowsky, Chaim

A.B., Jewish Rabbinical Seminary. Wright, Esther Sayre

A.B., Duke University, 1930. Young, James Doyne

A.B., Lambuth College, 1930.

SPECIAL

House, Robert Lee

A.B., Duke University, 1928. B.D., Duke University, 1930. Stewart, Stephen Alexander

A.B., Duke University, 1900.
B.D., Yale University, 1906.
A. M., University of Chicago, 1915.

Davidson, N. C.

Snow Camp, N. C.

Mobile, Ala.

Elon College, N. C.

Durham, N. C.

Lexington, Va.

Lonoke, Ark.

Franklinton, N. C.

Hiroshima, Japan

### JUNALUSKA SCHOOL OF RELIGION

#### GRADUATE STUDENTS

Acey, Archie Everette

A.B., Randolph-Macon College, 1927.

Allen, Robert James

B.S., Citadel College, 1925. Baker, Clem Noble

A.B., Ouachita College, 1905. Edwards, Moir Williamson

A.B., Duke University, 1929.
Holtzclaw, Hazel Eugenia
A.B., Florida State College for Women, 1928.
Jenkins, Theodore Roosevelt

A.B., Duke University, 1927. Kale, William Arthur

A.B., Duke University, 1925. Lefler, Bayne Wesley

A.B., Asbury College, 1925. McDonald, Marie

A.B., Columbia College, 1908. M.A., University of South Carolina, 1926.

Miller, Frank

A.B., Marshall College, 1927. Nease, Edgar Harrison

A.B., Duke University, 1925.

Pope, Liston

A.B., Duke University, 1929. Sanford, Glenn Freeman

A.B., Hendrix-Henderson College, 1924.

Chatham, Va.

Greeleyville, S. C.

Little Rock, Ark.

Guilford College, N. C.

Roseland, Fla.

Durham, N. C.

Gold Hill, N. C.

Cedar Falls, N. C.

Columbia, S. C.

Williams River, W. Va.

China Grove, N. C.

Thomasville, N. C.

Conway, Ark.

Sloane, Bentley A.B., Centenary College, 1927.

Stillwell, Edgar Herman B.S., Peabody College, 1919,

Suddath, Frank Kenner

A.B., Emory and Henry College, 1917. M.A., Columbia University, 1924. Tuttle, Mark Quarles

A.B., Duke University, 1923. Walker, John Rutland A.B., Wofford College, 1898. Winton, William Garnet

A.B., Roanoke College.

Little Rock, Ark.

Cullowhee, N. C.

Siena Blanca, Tex.

Cullowhee, N. C.

Jackson, Tenn.

Westernport, Md.

#### UNDERGRADUATE STUDENTS

Barrett, John Thurlow Beard, Clarence Leonard Brownlee, John Hubert George, Alexander Laughlin, Robert Mangum Lawrence, Daniel Charles Loy, Milton Manget, Jeanne Logan McLarty, Emmet Kennedy Milam, Rosannah Waters Needham, Antoinette Hauser Needham, Eugene Warren Phillips, Thomas Griffin Stiger, Milnor Kimble Sykes, Maybeth

New Orleans, La. Cumberland, Md. Philadelphia, Pa. Shelby, N. C. Lexington, N. C. Sanford, N. C. Shelby, N. C. Macon, Ga. Charlotte, N. C. Cartersville, Ga. Pfafftown, N. C. Pfafftown, N. C. Cope, S. C. Williamsport, Pa. Rock Hill, S. C.

# SUMMER SCHOOL ANNOUNCEMENT 1931

JUNE 12-JULY 22; JULY 23-AUGUST 31

ANNOUNCEMENT

JUNALUSKA SUMMER SCHOOL, INC.

(AFFILIATED WITH DUKE UNIVERSITY)

LAKE JUNALUSKA, N. C.

DURHAM, NORTH CAROLINA 1931

## SUMMER SCHOOL ANNOUNCEMENT

#### ADMINISTRATIVE OFFICERS

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., LL.D.,
PRESIDENT OF DUKE UNIVERSITY

ROBERT LEE FLOWERS, A.M., LL.D.,
VICE-PRESIDENT OF DUKE UNIVERSITY AND MEMBER OF THE FACULTY
COMMITTEE ON THE SUMMER SCHOOL

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.,
VICE-PRESIDENT OF DUKE UNIVERSITY AND MEMBER OF THE FACULTY
COMMITTEE ON THE SUMMER SCHOOL

HOLLAND HOLTON, A.B., J.D.,
DIRECTOR OF THE SUMMER SCHOOL AND CHAIRMAN OF THE FACULTY

COMMITTEE ON THE SUMMER SCHOOL

WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.,
MEMBER OF THE FACULTY COMMITTEE ON THE SUMMER SCHOOL

ALICE MARY BALDWIN, A.B., A.M., Ph.D., DEAN OF WOMEN

WILLIAM HENRY GLASSON, Ph.B., Ph.D.,
DEAN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES

ARTHUR MARCUS PROCTOR, A.B., A.M., Ph.D.,
ASSOCIATE DIRECTOR OF THE SUMMER SCHOOL

MARY GRACE WILSON, A.B., Social Director and Acting Dean of Women

MAY McLELLAND, A.B.,
(Dean, Peace Institute),
Social Director and Acting Dean of Women (Second Term)

FLORA MARIE MEREDITH, A.B.,

(Assistant Dean, North Carolina College for Women),

Assistant Dean of Women

#### FACULTY

#### ANDREW RUNNI ANDERSON.

(Duke University).

A.B., University of Wisconsin; Ph.D., Harvard;

#### HAROLD CRUSIUS BIRD.

(Duke University), Ph.B., C.E., Yale; CIVIL ENGINEERING.

#### JAMES CANNON, III.,

(Duke University),

A.B., Duke; A.M., Princeton; Th.B., Th.M., Princeton Theological Seminary; Edinburgh, 1919; Garrett, 1924;

BIBLICAL LITERATURE.

#### LEWIS CHASE.

(Duke University),
A.B., A.M., Ph.D., Columbia;
ENGLISH.

#### BENJAMIN GUY CHILDS,

(Duke University).

A.B., A.M., University of Virginia; University of Virginia, 1921-22; EDUCATION.

#### WILLIAM JOSEPH HENRY COTTON.

(Duke University).

A.B., Temple University; A.M., Ph.D., University of Pennsylvania;
ECONOMICS.

#### FREDERICK AUGUSTUS GRANT COWPER.

(Duke University).

A.B., A.M., Trinity (Conn.); University of Strassburg, 1906-07; University of Geneva, 1907-08; Ph.D., The University of Chicago; FRENCH.

#### BERT CUNNINGHAM,

(Duke University).

B.S., M.S., Illinois Wesleyan; A.M., Duke; Ph.D., University of Wisconsin;
BIOLOGY.

#### CHARLES WILLIAM EDWARDS,

(Duke University),

A.B., Duke; A.M., Tulane; M.S., New York University; Columbia, 1896-98; Harvard, 1926; Physics.

#### WILLIAM WHITFIELD ELLIOTT.

(Duke University).

B.A., Hampden-Sydney; M.A., University of Kentucky; Ph.D., Cornell; MATHEMATICS,

#### CHARLES ABRAM ELLWOOD,

(Duke University),

Ph.B., Cornell; Ph.D., The University of Chicago; LL.D., Bethany College;

#### PAUL NEFF GARBER.

(Duke University).

A.B., Bridgewater; A.M., Ph.D., University of Pennsylvania; Crozer Theological Seminary, 1919-21;

RELIGION: CHURCH HISTORY.

#### ALLAN H. GILBERT.

(Duke University).

B.A., Cornell; A.M., Yale; Ph.D., Cornell; ENGLISH.

#### WALTER KIRKLAND GREENE,

(Duke University),

A.B., Wofford; A.M., Vanderbilt; A.M., Ph.D., Harvard; English.

#### WILLIAM HOLLAND HALL.

(Duke University),

A.B., A.M., Duke; B.C.E., University of Michigan; MS.C.E., University of Wisconsin; Engineering.

#### HOLLAND HOLTON,

(Duke University).

A.B., Duke; J.D., The University of Chicago; The University of Chicago, 1926-27;

EDUCATION.

#### JAY BROADUS HUBBELL,

(Duke University),

A.B., University of Richmond; A.M., Harvard; Ph.D., Columbia; English.

#### CHARLES ALBERT KRUMMEL,

(Duke University),

Ph.B., Central Wesleyan College; Ph.M., Syracuse University; Ph.D., University of Wisconsin; University of Marburg, 1910;

GERMAN.

#### ARTHUR MARCUS PROCTOR.

(Duke University),
A.B., Duke; A.M., Ph.D., Columbia;
EDUCATION.

#### RUSKIN RAYMOND ROSBOROUGH.

(Duke University),

A.M., Ph.D., University of Pennsylvania; Docteur en Philologie Classique, Université de Louvain; LATIN.

#### WILLIAM WALTER RANKIN,

(Duke University),

B.E., North Carolina State College of Agriculture and Engineering; M.A., University of North Carolina; Harvard, 1914-15; Columbia, 1919-21;

MATHEMATICS.

#### HERSEY EVERETT SPENCE.

(Duke University).

A.B., A.M., B.D., Duke; The University of Chicago, 1927-28; RELIGIOUS EDUCATION.

#### ALBERT MICAJAH WEBB,

(Duke University).

A.B., A.M., Yale; Sorbonne (Paris) and Madrid, 1907-08; Sorbonne, 1923;

#### NEWMAN IVEY WHITE,

(Duke University).

A.B., A.M., Duke; A.M., Ph.D., Harvard; English.

#### ROBERT NORTH WILSON.

(Duke University),

A.B., Haverford; M.S., University of Florida; Harvard, 1905-06; University of Illinois, 1923-24;

CHEMISTRY.

#### WILFRID HARDY CALLCOTT,

(University of South Carolina),

A.B., Southwestern; M.A., Ph.D., Columbia; HISTORY.

#### JOHN WINDER CARR, JR.,

(Duke University).

A.B., Duke; A.M., Ph.D., Columbia; EDUCATION.

#### LUTHER MASON DIMMITT.

(General Director of Educational Research, Board of Christian Education of Presbyterian Church).

B.A., Westminster College (Mo.); A.M., University of Texas; Th.M., Princeton; University of Pennsylvania, 1927; Columbia, 1926-28; EDUCATION.

#### OSCAR BERRY DOUGLAS,

(University of Texas),

A.B., Texas Christian University; A.M., University of Texas;
Ph.D., The University of Chicago;
EDUCATION

#### HOWARD EASLEY.

(Duke University),

A.B., Union University, Tenn.; A.M., Ph.D., George Peabody College;
EDUCATION.

#### WILLIAM DANIEL ELLIS.

(Principal of Richmond Normal School, Richmond, Va.),
A.B., A.M., Randolph-Macon; A.M., Columbia; Columbia, 1922-23, 1929-30;
EDUCATION.

#### IRVING EMERY GRAY,

(Duke University),

B.S., Massachusetts Agricultural College; M.S., Ph.D., University of Wisconsin;
ZOÖLOGY.

#### M. SLADE KENDRICK,

(Cornell University),

A.B., A.M., University of Missouri; Ph.D., Cornell University; Economics.

#### CHARLES E. LANDON.

(Duke University),

A.B., A.M., University of Kansas; Ph.D., University of Illinois; Economics.

#### BEN FRANKLIN LEMERT,

(Duke University),

B.S., M.S., Ohio State University; Columbia University, 1929-30; ECONOMIC GEOGRAPHY.

#### JOHN THOMAS LISTER,

(College of Wooster),

A.B., Butler College; Ph.B., A.M., Ph.D., The University of Chicago; Universite de Geneva, 1901;

SPANISH.

#### JOHN LORD,

(Texas Christian University).

A.B., Transylvania College; A.M., Ph.D., Syracuse University;

GOVERNMENT.

#### DOROTHY LOUISE MACKAY.

(Duke University),

A.B., A.M., University of California; Docteur de l'Université de Paris;
HISTORY.

#### JOSEPH COOPER McELHANNON,

(Dean, Sam Houston State Teachers College).

A.B., Baylor University; A.M., Ph.D., The University of Chicago; EDUCATION.

#### EDWARD ROY CECIL MILES,

(Duke University),

B.S., Georgia School of Technology; M.A., Harvard; Ph.D., Rice Institute;

MATHEMATICS.

#### FRANK KIRBY MITCHELL,

(Duke University),

A.B., Millsaps; A.M., Michigan; Oriel College, Oxford, 1921-24;

#### KARL BACHMAN PATTERSON,

(Duke University),

A.B., Roanoke College; A.M., Princeton; Johns Hopkins University, 1908-09; University of Pennsylvania, 1909-11;

MATHEMATICS.

#### ROBERT STANLEY RANKIN.

(Duke University),

A.B., Tusculum College; A.M., Ph.D., Princeton; GOVERNMENT.

#### JOSEPH BANKS RHINE,

(Duke University),

B.S., M.S., Ph.D., The University of Chicago;
PSYCHOLOGY.

#### DOUGLAS EDGAR SCATES,

(Director of Research and Statistics, Cincinnati Public Schools),
A.B., Whitworth; Ph.D., The University of Chicago;
EDUCATION.

#### TENJES HENRY SCHUTTE,

(Alabama Woman's College),

A.B., A.M., University of Illinois; Ph.D., The University of Chicago; EDUCATION.

#### ANCEL ROY MONROE STOWE.

(Randolph-Macon Woman's College),

Ph.B., A.M., Northwestern University; A.M., Harvard; Ph.D., Columbia; EDUCATION.

#### DENNIS CLAYTON TROTH.

(Pennsylvania State College).

B.Ed., A.M., Ph.D., University of Washington;
EDUCATION.

#### WALTER PRESCOTT WEBB.

(University of Texas),

A.B., A.M., University of Texas; The University of Chicago, 1922-23;
HISTORY.

#### FREDERICK ELIPHAZ WILSON,

(Duke University),

A.B., Oberlin; A.M., Columbia; Leipzig, 1916-17; Harvard, 1922-23; GERMAN.

#### ROBERT RENBERT WILSON,

(Duke University).

A.B., Austin College; A.M., Princeton; Ph.D., Harvard; GOVERN MENT.

#### KARL EDWARD ZENER,

(Duke University).

Ph.B., The University of Chicago; A.M., Ph.D., Harvard; National Research Fellow in Psychology, University of Berlin, 1926-27;

Psychology.

#### FURMAN ANDERSON BRIDGERS,

(Duke University).

A.B., Duke; A.M., The University of Chicago; The University of Chicago, 1928-29;

French.

#### KADER RANDOLPH CURTIS.

(Superintendent of Wilson County and City Schools),
A.B., Wake Forest; Duke University, 1927-28;
EDUCATION.

#### THERESA DANSDILL.

(Author Text-Books in Health Education),
A.B., Des Moines University; A. M., Columbia;
HEALTH EDUCATION,

#### IULIA REBECCA GROUT.

(Duke University).

A.B., Mount Holyoke; M.S., Wellesley; Physical Education.

#### CHARLES ROY HAUSER.

(Duke University).

B.S., M.S., University of Florida; Ph.D., University of Iowa;
CHEMISTRY.

#### CHARLTON CONEY JERNIGAN,

(Duke University),

A.B., A.M., Duke; The University of Chicago, 1928-30; GREEK.

#### LEMUEL ROY JOHNSTON,

(Principal High Point High School),

A.B., University of North Carolina; A.M., Columbia; EDUCATION.

#### ARCHIBALD CURRIE JORDAN,

(Duke University),

A.B., Duke; A.M., Columbia; Columbia, 1924-25; ENGLISH.

#### ALAN KREBS MANCHESTER.

(Duke University),

A.B., Vanderbilt University; A.M., Columbia; Ph.D., Duke; HISTORY.

#### MATILDA OSBORNE MICHAELS.

(Supervisor Durham County Schools).

A.B., Duke; A.M., Columbia;

ELEMENTARY EDUCATION.

#### ESTELLE RAWL.

(Supervisor Charlotte City Schools),

A.B., Winthrop; Smith College, 1922-23; The University of Chicago, 1926-27; ELEMENTARY EDUCATION.

#### JOHN HENRY SAYLOR,

(Duke University),

A.B., Southern Methodist University; A.M., Ph.D., Duke; CHEMISTRY.

#### FREDERICK EDWARD STEINHAUSER.

(Duke University).

A.B., A.M., The University of Chicago; SPANISH.

SPANISH.

#### JANE CAROLINE SULLIVAN.

(Supervisor, Buncombe County Schools),

A.B., Duke; A.M., Columbia;

PRIMARY EDUCATION.

#### CHARLES EUGENE WARD,

(Duke University),
A.B., Baker University; A.M., Duke; Duke, 1928-30;
ENGLISH.

#### AUGUSTA MICHAELS ALSTON,

(Durham City Schools),
A.B., Duke;
DRAWING.

#### ATHEY GRAVES GILLASPIE.

(Duke University),

B.S., Lynchburg College; Cornell, Summer 1928; Duke, 1929-31;

ASSISTANT IN CHEMISTRY.

#### CHARLES WRIGHT HOOKER,

(Duke University),
A.B., Duke;
ASSISTANT IN ZOÖLOGY.

#### WILBERT ARMONDE JENKINS,

(Fellow in Biology, Cornell University),
A.B., A.M., Duke; Cornell, 1929-31;
BIOLOGY.

#### THOMAS EARLY LOTHERY, JR.,

(Davidson College),
B.S., Davidson; The University of Chicago, 1927;
Assistant in Physics.

#### ROGER GLENN PLASTER,

(Head of Science Department, Columbia, S. C., High School),
A.B., Lenoir-Rhyne College; Duke University, 1928-29;
ASSISTANT IN PHYSICS.

## RUDOLF JULIUS PRIEPKE,

(Duke University),
A.B., Elmburst; A.M., Duke; Duke, 1930-31;
ASSISTANT IN CHEMISTRY.

#### GRADY TARBUTTON,

(Duke University),

B.S., Millsaps; M.S., University of Iowa; Duke, 1930-31;

ASSISTANT IN CHEMISTRY.

### VERA CARR TWADDELL,

(Supervisor of Music, Durham County Schools),
A.B., Duke;
Music.

## THE SUMMER SCHOOL OF DUKE UNIVERSITY

## RAPID GROWTH OF THE DUKE UNIVERSITY SUMMER SCHOOL

Trinity College, which in 1925 expanded into Duke University, conducted its first summer school in 1919. The growth of the school has been not only rapid but steady since that time. In 1919, there were enrolled eighty-eight students of college grade, of whom sixty-five were teachers. In 1930 there was a total of 1502 registrations in the Summer School of Duke University and affiliated schools. Of these, 826 students enrolled in the first term of Duke University Summer School, and 442 in the second term; 195 were enrolled in the Junaluska Summer School, Inc., at Lake Junaluska; and 39 were enrolled in the Junaluska School of Religion. Deducting from the total number of registrations those who registered for two terms, there were 1212 students enrolled for either six or twelve weeks in the summer of 1930.

#### AFFILIATED SUMMER SCHOOLS

The Junaluska Summer School, Inc., Lake Junaluska, N. C., is an independent school affiliated with Duke University. It will offer courses primarily for high school graduates and teachers holding the elementary certificates. It will also offer freshman and sophomore college work in Biblical literature, education, English, history, sociology, Spanish, and other undergraduate courses for high school teachers. The only graduate work offered will be in field botany. (For further information address Professor B. G. Childs, Director, Duke University, Durham, N. C., and see description of courses, pages 443 to 447, this bulletin.) Junaluska Summer School will begin its single term June 12 and close July 21, making it possible for a student attending Junaluska to transfer to Durham in time for the second term, July 23 to August 31.

The Junaluska School of Religion, affiliated with the School of Religion, will offer work at Lake Junaluska July 20 to August

29. (For further information address Dr. Elbert Russell, Dean, School of Religion, Duke University, Durham, N. C., and see description of courses on pages 391 to 392, this bulletin.)

#### CALENDAR

The Summer School will open June 12. The first term of the school will close July 22. The second term will begin July 23 and will close August 31. Recitations will be held five days in the week, all Mondays being holidays, except June 22, July 6, July 20, August 3, and August 17. July 4 will be observed as Independence Day.

#### REGISTRATION

Saturday, June 6, 9 A.M. to 1 P.M. is registration day for Durham County and City teachers and for all other students in Durham on that day. Thursday, June 11, is registration day for out-of-town students. All such students should be present at 2 P.M. to submit their credentials for admission, to select their courses, and to make arrangements concerning board and lodging. Students arriving after 5 P.M., Thursday, will register Friday, June 12, 8:30 A.M., or 2 P.M. Regular classes will meet at 8:15, Friday morning, and recitation work will begin at once according to schedule.\*

For the second term, Wednesday, July 22, is registration day, and classes will begin Thursday, July 23, according to schedule.

#### BUILDINGS AND EQUIPMENT

Unless the rapid growth of the University seems to require the utilization of the larger plant on the new, or West, campus, the work for the Summer School of 1931 will be conducted largely in the unit of new buildings on the old campus. This unit consists of an auditorium, a science building, an apartment building, and five dormitories. All buildings in this new group are in Georgian style of architecture, constructed of Baltimore brick and trimmed with Vermont marble. They are fireproof in every respect.

<sup>\*</sup> N. B.—Students who register late are marked absent for all classes held prior to their registration. Late registration very seriously affects credits that may be obtained.

Each of the five new dormitories has eighty-one students' rooms and houses one hundred and sixty-two students. One of the men's dormitories will be reserved exclusively for advanced students, and a wing of one of the women's dormitories will be similarly reserved. In all dormitories the same rules and regulations obtain as during the regular academic year. In the graduate dormitories all radios, graphophones, and other noise-making appliances are strictly forbidden.

If, prior to May 1, it seems evident that the interests of the Summer School demand the utilization of the new plant on the West Campus, due announcement will be sent to all prospective registrants and inquirers. The West Campus is largely outside of the City of Durham and consists of approximately five thousand acres of land. The part nearest to the dormitory units and administration buildings is beautifully wooded but readily accessible.

### ADMISSION

Applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina elementary will be accepted from teachers with two or more years of experience. Certificates and other credentials must be submitted to the Committee on the Summer School at the time of registration. Students who wish to enroll for graduate credit should submit their credits from other institutions to the Director of the Summer School before registration, preferably by mail.

# SCOPE AND PLAN

The courses are designed to meet the needs of teachers who desire professional training and further academic instruction, of college students who desire to hasten the completion of their college work, and of graduate students desiring to continue their work toward a higher degree.

Professional courses are offered for the following grades of teachers:

- 1. Teachers of primary and grammar grades. (See pages 426 to 428. Graduate work for these teachers is stressed in the session of 1931.)
  - 2. High-school teachers. (See pages 424 and 425.)

- 3. Teachers who desire credit for degrees in Duke University. (For graduate work in each department, see courses designated "G," pages 421 to 439.)
- 4. Superintendents, supervisors, and principals of schools. (See pages 421 to 429.)

For college students, as well as for teachers, instruction, graduate or undergraduate, is offered as designated on pages 421 to 439 in the following subjects: education, Biblical literature, biology, chemistry, economics and government, engineering, English, French, German, Greek, history, Latin, mathematics, religious education, physics, psychology, sociology, and Spanish.

# **CREDITS**

The professional credits offered are accepted by the State of North Carolina in accordance with the rules issued by the State Department of Education.

College credits are offered as follows: A course of five hours a week for six weeks counts for two semester-hours of credit, a course of seven hours and a half a week for six weeks counts for three semester-hours of credit, and a course of ten hours a week for six weeks counts for four semester-hours of credit in Duke University. No student is given credit for more than six semester-hours of work or allowed to take more than fifteen hours of work a week without the consent of the Director and of the instructor in whose department the student expects to do his major work.\* Graduate students are not under any circumstances allowed credit for more than six semester-hours in a summer school of six weeks.

The nature of the credit allowed for each course is designated by the following letters: C, collegiate A.B. degree; G, graduate A.M. or M.Ed. degree. Courses marked C\* are intended only for students who have had two or more years of standard college training. Courses marked both C\* and G are open only to students who have had three or more years of standard college training except by special permission of the Council on Graduate Instruction.

<sup>\*</sup> No undergraduate student who has failed to make superior average in his last preceding work in the University can obtain permission to take excess work; and no student liable to suspension from the University under its rules regarding failure is permitted to enroll in summer school.

Students registered for graduate courses in the Summer School, who desire to have their work credited toward the master's degree, should also register in the office of the Dean of the Graduate School during the first week of each summer term.

### GRADUATE INSTRUCTION

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. Admission to graduate courses does not necessarily imply admission to candidacy for a degree. A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

# ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

### ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy

both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

### THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved preliminary courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

### MINIMUM RESIDENCE REQUIREMENTS

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each.

# DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history of education, educational sociol-

ogy, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

### THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Three bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

# SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

# CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses,

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

### FORMER REGULATIONS

Students who began graduate work at Duke University for the master's degree before June, 1930, may complete the requirements for the degree under the regulations published in the Summer School announcement for 1929 and in the bulletin of the Graduate School of Arts and Sciences for the academic year 1928-1929.

#### DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School and the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

# ROOMS AND BOARD

Board and room for a term of six weeks may be secured in the University dormitories at the rate of \$45.50 per occupant with two in a room, or \$55.00 with one alone in the room. Separate dormitories will be reserved for graduate students and for undergraduates. There is no dormitory reserved for married students, and children are not under any circumstances admitted to the dormitories. Students desiring to bring children, or married students desiring rooms, should write the Director for a list of private rooming places where suitable accommodations may be obtained. Occupants of University rooms furnish their own bedclothes, pillows, and towels. All other essentials are supplied by the University.

All occupants of the women's dormitories board in the Union, and occupants of the men's dormitories are advised to board there, on account of the opportunity to meet at meal-time with their fellow-students, and because of the fact that the greater number of students guarantees better board for all, board being furnished at cost. The service is cafeteria plate-service. Students in the men's dormitories who desire to board elsewhere will pay room-rent at the rate of \$12.50 with two in a room or \$22.00 for one alone. Students rooming off the campus who desire board in the University Union obtain it for \$37.50 for the term.

On account of the possibility that the growth of the University may make it advisable to transfer the Summer School to the new, or West, campus, room reservations should be requested as simply for (1) the undergraduate men's dormitory, (2) the graduate men's dormitory, (3) the undergraduate women's dormitory, or (4) the graduate women's dormitory.

### **FEES**

Teachers are not required to pay tuition fees. All other students are charged a tuition fee of \$8.00 for each college

credit hour, or \$4.00 for each semester-hour, maximum tuition being \$24.00 for six weeks. All students, teachers included, pay a registration fee of \$17.00 per term. Students in the sciences pay the laboratory fees required in regular term work. Students who enroll for more than the normal schedule of work are charged an excess registration fee of \$5.00.

Major expenses may be estimated as follows for each term:

Registration         \$17.00           Room rent and board         45.50	
Total major expenses to teachers\$62.50	,

To this total should be added the tuition fee of \$24.00 charged students other than teachers in the public schools, about \$7.00 for books, and probably \$3.00 for miscellaneous expenditures.

# COURSES FOR STUDENTS ENTERING COLLEGE

Increasing numbers of students, particularly those who contemplate entering a medical school, desire to complete the college course in three years. To meet the needs of these students, the Summer School offers a number of courses in freshman college work, enabling 1931 graduates of high school to begin their college course in the summer instead of waiting until September.

# RESERVATION IN ADVANCE

Classes are of limited enrollment. All students should enroll promptly, for all applications, both for classes in which the applicant desires to enroll and for rooms, will be filed in the order in which they are received. Each application for a reservation should be accompanied by a check for \$5.00 in part payment of the registration fee. This check reserves a room also if the student states a desire to room in one of the university buildings. Make all checks payable to the Summer School of Duke University.

# REDUCED RAILROAD FARES

Reduced railroad rates on the round trip identification plan have been authorized from all stations in North Carolina, South Carolina, Virginia, Georgia, and Florida (except those on Louisville and Wadley Railway, Wadley Southern Railway, Sylvania Central Railway, and Winston-Salem Southbound Railway): also from West Virginia east of and including Williamson, via Norfolk and Western Railway. Address the Director of the Summer School for identification blank

# APPOINTMENT BUREAU

A teachers' appointment bureau is maintained for the benefit of teachers desiring a change of position. There is no charge for this service.

### RECREATION AND ENTERTAINMENT

At the time of registration every student is permitted to purchase a season ticket to all recreation programs at a nominal charge of one dollar (\$1.00). In addition to the right of attending the plays, concerts, and other features of entertainment provided, this ticket entitles the student to use of the tennis courts and of the swimming pool. The swimming pool is open an hour and a half daily for various groups of students.

# Specimen Application Blank

DIRECTOR, DUKE UNIVERSITY SUMMER SCHOOL COLLEGE STATION DURHAM, NORTH CAROLINA

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# COURSES OF INSTRUCTION

### EXPLANATIONS AND ABBREVIATIONS

Classes meet daily five times per week for six weeks unless otherwise indicated. Classes that meet for fifty-minute periods are indicated as carrying two semester-hours of credit. Classes meeting eighty-minute periods daily count for three semester-hours except where credits are stated otherwise.

Courses are arranged alphabetically by departments, except that courses in Education are listed first for the convenience of the large number of teachers who enroll primarily for professional credits. Subdivisions in Education indicate special classes of teachers for whom each group of courses was primarily planned. The course numbers are the same numbers used in describing courses in the regular term, with the letter "S" preceding; for example, Education S6\* and S6\* would correspond to Education 6 of the regular term, "a" and "b" being subdivisions of the complete course. The letters beyond "b" indicate work in the same field as the main course but not duplicating the work listed

in the preceding university catalogue.

In the description of courses the following abbreviations occur: C following a course means that the course carries credit for the A.B. degree;  $C^*$ , credit toward the A.B. degree for students having completed two or more years of college work; G, credit towards a graduate degree; the numeral I means that the course comes the first one-hour period daily, beginning at 8:10; 2, the second one-hour period, beginning at 9:10; 3, the third one-hour period beginning at 10:10; etc. A means that the course comes the first eighty minutes daily, beginning at 8:10; B, means that the course comes at the eighty-minute period beginning at 9:40; D means that the course meets an eighty-minute period daily, beginning at 11:40; I means that the course is offered the first term; II, that it is offered the second term; I, II, that the course is offered either term. Periods I, I, I, and I do not conflict; but periods I conflicts with I and I, I with I and I.

N.B.—Different State Departments of Education grant professional credit for various courses in accordance with their own carefully defined rules. Every student should inquire carefully at or before registration as to what professional credit is allowed for each course in his state.

### **EDUCATION**

COURSES PRIMARILY FOR SUPERINTENDENTS, PRINCIPALS, AND SUPERVISORS

(Superintendents, principals, and supervisors will find specialized courses grouped under courses designated "Primarily for High School Teachers" and "Primarily for Grammar-Grade and Primary Teachers."

It is recommended that some work be elected from these special groups. Attention is called to the courses described immediately below as Major Course for County Superintendents and Principals, Major Course for City School Superintendents and Principals, Major Course for Elementary Supervisors and Principals of Elementary Schools, Major Course for High School Teachers.)

- M43. Major Course for County School Superintendents and Principals.—
  This course includes S343 below and allied work selected by the student, with the approval of the instructor in charge of course S343. Schedule to be arranged. 6 s.h. †II—G.

  (Class enrollment limited to 15.)
- M21. Major Course for City School Superintendents and Principals.—This course includes course S363 and allied work selected by the student, with the approval of the instructor in charge of S363. Schedule to be arranged. 6 s.h. I—G.

  (Class enrollment limited to 15.)
- M32. Major Course for Elementary Supervisors and Principals of Elementary Schools.—This course includes S222 below and allied courses selected by the student, with the approval of the instructor. Term papers and other assignments and special conferences will center around the technique of teaching and administering the course of study in the elementary school. Schedule to be arranged. 6 s.h. I—C\*, G.

  MR. CARR AND OTHERS (first term)
- S200. Introduction to a Philosophy of Democratic Education.—A study of fundamental concepts underlying secondary and collegiate educational theory as applied to the preparation of socially efficient citizens for a democracy. Text-books and discussions. B, II. 3 s.h.—C\*, G. [Old number, S11]
- S208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. B, II. 3 s.h.—C\*, G.

  [Old number, S8\*]
- S209. Statistical Methods in Education.—A course intended to familiarize teacher, supervisor, and administrator with the statistical method of treating educational and social data, so as to enable them to interpret and use the results of recent investigation in the science of education. Text-books, special assignments, and reports. D, I. 3 s.h.—C\*, G. [Old number, S9]

 $<sup>\</sup>dagger$  For explanation of I, II,  $C^*$ , G, see "Explanations and Abbreviations" on preceding page.

- **S219.** Experimental Education.—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. A, I. 3 s.h.—C\*, G.

  MR. DOUGLAS
- **S225.** Sociological Study of Elementary Education.—A study of social and economic forces as affecting elementary education. Recommended for elementary principals and others interested in elementary school supervision. B, II. 3 s.h.—C\*, G.

  [Old number, S15<sup>a</sup>]
- S235. Principles of Vocational Education.—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. D, II. 3 s.h.—C\*, G.

  [Old number, S15°]
- **S239.** Investigations in Tests and Measurements.—A general and critical review of investigations made in the field of educational and mental tests. The purpose is to deal with those phases of testing which have been objectively studied. The selection and use of tests considered from technical points of view will be studied, with emphasis upon problems needing further investigation. Extensive reading will be necessary. B, I. **3 s.h.—**C\*, G.

  MR. SCATES
- S300X. Thesis Course in School Administration.—Students desirous of obtaining residence credit toward a thesis in school administration are expected to enroll in this course and report regularly upon their problem for discussion and criticism. No student can enroll who is carrying more than three semester-hours of other work. D, I, II.—Residence credit only.

  MR. PROCTOR AND MR. HOLTON
- S309. Advanced Course in Educational Statistics.—Prerequisite: Course S209 or similar course. D, II. 3 s.h.—G. MR. Scates
- S318. Investigation of Study Problems.—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. B, I. 3 s.h.—G.

  MR. DOUGLAS
- S320. American College Problems.—A study of current college problems and of experimental efforts being made toward their solution by American colleges. Lectures, reading, discussions, research, and papers embodying the results of research studies. Open only to graduate students who have taught or are preparing to teach in college. A, I. 3 s.h.—G. [Old number, S29]

- **S339.** Research Course in Educational Tests.—A study of problems in the construction and interpretation of tests. Prerequisite: the equivalent of course S239. *A, II.* **3** s.h.—*G.* MR. SCATES
- **S343.** State and County School Administration.—A study of state and county organization of public schools, emphasizing underlying principles. A, II. 3 s.h.—G.

  [Old number, S43]
- S363. City School Administration.—A study of the organization and administration of city school systems, including administrative phases of supervision. Students enrolled in this course will be expected to place special emphasis upon that phase of school administration in which they are engaged or are most interested. A, I. 3 s.h.—G. MR. PROCTOR [Old number, S13°]

#### COURSES PRIMARILY FOR HIGH SCHOOL TEACHERS

(High school teachers are advised to elect also such courses listed above as S200, S208, S209, S235, and S239.)

- M10. Major Course for High School Teachers.—This course includes S206 below and allied work selected by the student, with the approval of the instructor. Term papers and other assignments will center around the problems of the general methods of teaching and administration of the high school curricula. Schedule to be arranged. 6 s.h. I, II—C\*, G. (Class enrollment limited to 15.)

  MR. STOWE AND OTHERS
- S119. Analysis of Study and Study Habits, in the High School Subjects.—College freshmen not infrequently fail because they do not know how to study. This course, for high school teachers, consists of a brief survey of the available literature of study, followed by case-work in the habits of high school and undergraduate college students, and a survey of the peculiar learning problems presented by typical secondary school subjects. A, I. 3 s.h.—C\*.

  [Old number, S18°]
- S126. Extra-Curricular Activities in High School.—A course dealing with the underlying principles, the outcomes, and the organization and administration of an extra-curricular activities program. The following activities are considered: home-room, assembly, class organizations, pupil participation in school control, clubs, athletics, publications, finances, honor societies, study halls, commencements, school trips, literary societies, fraternities and sororities, dramatics, etc. Throughout the course consideration is given to a study of the adolescent and how to deal with him. D, I. 3 s.h.—C\*.

  [Old number, S68]
- S176. The Teaching of High School Science.—Materials and methods in high school science. A, II. 3 s.h.—C\*.

  MR. CHILDS

- S205. The Curriculum of the Secondary School.—A consideration of some unsolved curriculum problems, a study of attitudes and customs as they affect the curriculum; historical growth of the secondary school curriculum to meet the needs of society. A, II. 3 s.h.—C\*, G.

  [Old number, S15\*]

  Mr. McElhannon
- S206. Social Principles of Secondary Education.—Through a study of the social phases of modern democratic life the course aims to discover principles, points of view, ideals, interests, and methods of procedure of service to secondary school and college teachers and administrators interested in meeting the social and cultural needs of their students. Text-book study, readings, discussions, research, and paper incorporating results of research study. Recommended for high school principals and others interested in secondary-school supervision. B, I. 3 s.h.—C\*, G. [Old number, S6f]
- S213. High School Administration and Supervision.—A study of outstanding problems. Special investigations and reports. D, I. 3 s.h.—C\*, G. [Old number, S16] Mr. Troth
- S226. Teaching the Social Studies.—A course for teachers of the social studies in junior and senior high schools. This course consists of informal discussions, based upon collateral reading and observation work of such topics as aims, tests for values, the social-studies curriculum, class-room procedure, course and lesson planning, etc. B, II. 3 s.h.—

  C\*, G.

  MR. SCHUTTE
- S236. The Teaching of English in the Secondary School.—The fundamentals of a class recitation; practical demonstration of principles of teaching composition and literature; aims, values, and methods of teaching composition and literature; etc. D, II. 3 s.h.—C\*, G.
  [Old number, S17°]

  MR. McElhannon
- **S246.** The Teaching of Mathematics.—Identical with Mathematics S204. A, I. 3 s.h.—C\*, G. Mr. W. W. Rankin
- S256. The Teaching of Latin in the Secondary School.—Identical with Latin S219. A, II. 3 s.h.— $C^*$ , G.

  Mr. Anderson
- **S330.** Problems in High School and Junior College Teaching.—A brief study of the purposes and objectives of secondary education, followed by assignments in which each member of the class endeavors to organize some secondary subject in the light of desirable results in the lives of pupils. Lectures, readings, discussions. Open only to students who have taught in high school or junior college. *D, II.* **3** s.h.—*G.* [Old number, S10°]

#### COURSES PRIMARILY FOR GRAMMAR-GRADE AND PRIMARY TEACHERS

(Primary and grammar grade teachers who meet prerequisites are advised to consider from the work listed "Primarily for Superintendents, Principals, and Supervisors," such courses as S200, S208, S209, S219, S225, S239, and S318, and to consider also subject-matter in courses in Bible, Economics, English, History, Psychology, Sociology, etc.)

- S10. Introduction to Education.—A first course in the purpose and problems of public education. A, II. 3 s.h.—C.

  MR. SCHUTTE
- S58. The Learning Process.—A course in elementary educational psychology. D, I; A, II. 3 s.h.—C.

  [Old number, S14°]

  MR. DIMMITT (first term)

  MR. EASLEY (second term)
- S68. Mental Hygiene of the School Child.—A course primarily for teachers in the elementary school. A study of personality as related to the adjustment and success of the school child; the foundations of motivation; typical problems of maladjustment; social heredity and its educational implications. A, I. 3 s.h.—C\*.

  MR. EASLEY [If there is sufficient demand, this course will be repeated the second term instead of S58.]
- S102. Primary Methods in Language and Reading.—A study of materials and methods in the mother-tongue. Not open for enrollment to students who have had credit for course 23P or 35P of the North Carolina "Uniform Curricula." A. I. 3 s.h.—C\*. Miss Michaels [Old number, S2A\*. This course will be offered the second term also if as many as ten students enroll before July 1.]
- S115. Character Education.—The objectives of character training, ideals and habits essential to proper social relationship; the possible contributions of the various school subjects and of extra-curricular activities to the development of character; an evaluation of the various procedures; character tests and measurements. B, I. 3 s.h.—C\*.

  MR. TROTH
- S118. Child Psychology.—A treatment of the outstanding characteristics of children of elementary school age: their bodily growth and development, their characteristic ways of knowing, feeling, and acting, and the best methods and materials for stimulating and guiding the instruction of such children. Prerequisite: six semester-hours of Education or Psychology. B, II. 3 s.h.—C.\*

  [Old number, S14\*]
- S122. The Teaching of Primary Numbers.—A special section of S127 for primary teachers. B, I. 3 s.h.—C.\* Miss Sullivan [Old number, S2A<sup>4</sup>. This course will be offered the second term also if as many as ten students enroll before July 1.]

- S127. The Teaching of Arithmetic in the Grammar Grades.—A course designed to acquaint the teacher with the best methods of teaching arithmetic which have evolved from more than a decade of research and experimentation; emphasis upon the actual teaching process under normal classroom conditions, with special attention to problem solving; brief survey of the work of the primary grades is also given. B, I. 3 s.h.—C\*. [Old number, S2<sup>d</sup>]

  MR. JOHNSTON
- S134. Problems in Experimental Education.—A study of various educational experiments and experimental schools now under discussion and an analysis of their underlying theories and the general trends of procedure. A, II. 3 s.h.—C\*.

  [Old number, S34]
- S137. The American Elementary School.—(a) The responsibility of the elementary school; (b) relation to the junior and senior high schools; (c) sociological objectives; (d) curriculum values; and (e) classification of elementary pupils. An attempt throughout the session to determine desirable conduct controls and personality outgrowths as a result of (1) the correct presentation of subject matter and (2) the provision of necessary school situations. B, I. 3 s.h.— $C^*$ . Mr. K. R. Curtis [Old number,  $S2^\circ$ ]
- S142. Children's Literature.—A critical study of literature for primary grades; types of literature; story telling, principles underlying and practice; study of State Course of Study and adopted texts; bibliographies and use of the library. Not open for enrollment to students who have had credit for course English 74P of the North Carolina "Uniform Curricula." D, I. 3 s.h.—C\*.

  [Old number, S2Ab. This course will be offered the second term also if as many as ten students enroll before July 1.]
- S152. The Teaching of Primary Geography and Nature Study.—D, I. 3 s.h.— $C^*$ .

  [Old number, S2Af]
- S157. The Teaching of Geography.—Type studies of North America, with major emphasis upon the United States, to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. D, II. 3 s.h.—C.\*

  [Old numbers, Geography 72G, and S2f]
- S162. History Material for Primary Grades.—A study of history materials for primary grades, with methods of presentation, practice in constructing and telling stories suitable for children from biographies, travel, etc. B, II. 3 s.h.—C.\*

  [Old number, 73P]
- **S218.** Educational Implications of Genetic Psychology.—A course tracing the development of the individual through the stages of growth and learning, with emphasis upon early and later childhood, the development

of such behavior patterns as play, language, etc., the process of socialization and similar material of especial significance to teachers in the elementary schools. D, I. 3 s.h.—C\*, G.

MR. EASLEY

S212-217. Curriculum and Materials of the Elementary Grades.—A study of curriculum reorganization in the elementary school; the historical development of the elementary curriculum with emphasis on recent experiments in curriculum reorganization; theories of curriculum reorganization and principles underlying large unit teaching; centers of interest around which units may develop; criteria for the selection of units; collection and organization of materials; checking results against objectives and subject-matter requirements; and the place of the school subjects in large-unit teaching. Students taking this course should reserve all of the first two periods daily to allow for laboratory work on curriculum construction. Separate laboratory sections will be conducted for primary (S212) and grammar grade (S217) teachers. This part of the course will consist of organization of materials for teaching and construction work on the manual arts phase of the units. A, I, and laboratory work 2:30-5:00 daily. 3 s.h.—C\*, G.

MR. CARR AND ASSISTANT (Primary Section)
MR. CARR AND ASSISTANT (Grammar Grade Section)
[Old numbers, S12A, S12B]

S222. Methods of Teaching and Supervising the Fundamental Subjects.— B, I. 3 s.h.— $C^*$ , G. Mr. Carr

- S228. The Psychology of Learning.—A study of different types of learning, principles which underlie successful guidance of learning, methods and conditions of learning, individual differences, etc. Constant reference to experimental literature. B, I. 3 s.h.—C\*, G. MR. DIMMITT [Old number, S28]
- S247. Psychology of the Elementary School Subjects.—A study of the psychology of learning as applied to teaching the common-school subjects. D, II. 3 s.h.—C\*, G.

  MR. DOUGLAS
- A. Public School Drawing.—This course is offered to develop certain skills fundamental in the teaching of public-school drawing, as well as skills that will prove of help in teaching other subjects of the elementary school curriculum. Topics: color theory, design, perspective, representation, illustration, picture study, etc. Media: charcoal, water colors, crayons, clay, etc. A, and practice-work 2:15-3:45 daily, I. 3 points professional credit only.

  [Old numbers, 31X, 72P, 72G. This course will be offered the second term also if as many as ten students enroll before July 1.]
- B. Industrial Art in the Public School—Manipulation and work with clay, textiles, wood, paper, food, printing, etc., intended to give the child an acquaintance with the raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, tools, etc. Each student taking the course must complete a project based

upon the work of the grade in which she expects to teach. B, and practice-work 3:45-5:15 daily, I. 3 points professional credit only.

[Old number, 61P]

Mrs. Alston

C. Public School Music.—A course in the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading and dictation, rote songs, child voice, etc., will be discussed. B, and practice work 2:15-3:45 daily, II. 3 points professional credit only.

MRS. TWADDELL

#### PHYSICAL AND HEALTH EDUCATION

- S102. Materials and Methods of Physical Education.—Discussions and lectures on such topics as the value of play, the psychological and physiological make-up of the school child, objectives, the planning of programs of physical education for different age groups. One hour every day is devoted to practical work. 2:15 to 3:35, 1. 2 s.h.—C. Miss Grout
- S112. Personal and School Hygiene.—General, personal, and school hygiene with some instruction in anatomy and physiology; cause, transmission, and prevention of communicable diseases; the more common defects of school children; school-house sanitation; medical inspection; etc. D, I. 3 s.h.—C.

  [Old number. Physiology 51X]
- S132. Materials and Methods in Health Education.—An effort to acquaint the student with a general technique of health teaching that conforms to standard educational procedure and practices in other subjects; elements of good method, criticism of method, types of lessons, sources of material, and selection and organization of subject matter; language work, games, projects, posters, and plays used as illustrative material. B, I. 3 s.h.—C\*. [Old numbers, S2A\* and S2B\*]

  MISS DANSDILL

### BIBLICAL LITERATURE

- S1. Old Testament History and Literature.—This will include a general survey of the Old Testament. A, II. 3 s.h.—C. Mr. Cannon [Old number, S1\*]
- **S2.** New Testament Background and Literature.—The preparation for Christianity by the Hebrew prophets and intertestamental development; a survey of the New Testament. B, II. 3 s.h.—C. MR. CANNON [Old number, S1<sup>b</sup>]

# BIOLOGY

S1-S2. General Zoölogy.—First half-course: An elementary survey of the animal kingdom, with particular reference to invertebrates. Second half-course: General principles of vertebrate animal structures, functions environmental relations, development of the individual and of the

race, man's place in nature. Lecture and quiz daily, 1 and 4; laboratory daily, 2 and 3, and 2:30-4:30, I. 8 s.h.—C.

[Old number for S1 was S21<sup>b</sup>] Mr. Cunningham and Mr. Hooker (S1-S2 below when completed constitute one of the science courses required for graduation.)

- Botany S1. Introductory Botany.—Equivalent to Botany 1 of the regular term. A general course dealing with plants. Class conferences daily, 1; laboratory daily, 2, 3. II. 4 s.h.—C

  MR. JENKINS [Old number, S21\*]
- S41. Elementary Comparative Anatomy.—This course is a continuation of Course 1-2, and is recommended for pre-medical students. The laboratory work consists of the dissection and comparison of a number of types of vertebrates. I. 4 s.h.—C.

  Prerequisite. Zoölogy 1-2.

### CHEMISTRY

- S1-S2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. 8 s.h.. Lectures daily, 1; recitation daily, 4; laboratory hours to be arranged, II—C.

  MR. R. N. WILSON AND MR. TARBUTTON [Old number, S1]
- S21. Qualitative Analysis.—A development of the fundamentals of the ionic theory as applied to analytical reactions with special consideration of the application of the laws of chemical equilibrium and of the modern theories of solution. Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30. I. 4 s.h.—C.

  MR. SAYLOR AND MR. TARBUTTON [Old number, S2]
- S30. Quantitative Analysis.—The classroom work includes the general theory of quantitative separations, the calculation of results, and the solution of problems. The laboratory work aims to develop technique and to familiarize the student with representative quantitative methods. Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30. II. 4 s.h.—C.

  MR. SAYLOR AND MR. PRIEPKE [Old number, S3]
- S151. Organic Chemistry.—An introduction to the study of the compounds of carbon. Courses 21 and 30 are prerequisites except in special cases. Lecture 1; laboratory every other day beginning Friday afternoon, June 12, 2:30-5:30; quiz every other day beginning Saturday, June 13, third period. I. 4 s.h.—C.

  Mr. Hauser and Mr. Gillaspie [Old number, S5<sup>a</sup>]

S152. Organic Chemistry.—A more detailed study is made of subjects such as steroisomerism, substitution in the benzene ring, diazo reactions, etc. Course S151 prerequisite. Lectures, laboratory, and quizzes as in S151. II. 4 s.h.—C.

[Old number. S5b]

### ECONOMICS AND GOVERNMENT

S1°. Principles of Economics.—A short course in the essential principles of economic science. Students who complete this course satisfactorily may be admitted to Economics 4, 5, or 6 during the college year 1931-32.

B, I. 3 s.h.—C.

MR. COTTON

(This course will not count as part of the minimum Economics requirements for graduation until the equivalent of S1\* has been completed. It will, however, count as elective credit.)

S102\*. Elementary Survey of American Government and Politics.—A study of the organization, growth, and practical working of national, state, and local government in the United States; background course for the work of teachers of citizenship in the public schools. D, II. 3 s.h.—C. [Old number, S2\*]

(This course gives three semester-hours elective credit toward graduation. Students desiring to offer Economics 102 in meeting the departmental requirements for graduation should also take Course S221, or the second semester of Economics 102 in the regular session.)

**S115.** Economic Geography: Teachers' Course.—This course is not open to students who have received credit for Economics A. A study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals, and the works of man as environmental factors. A, I, II. 3 s.h.—C.

MR. LANDON (first term)
MR. LEMERT (second term)

[Old numbers, Geography 31X and 83X, and Economics S15<sup>a</sup>]

S116. Economic Geography and Industrial Organization.—A study of the economic resources of the world: the products of the agricultural and manufacturing industries; trade routes and trade centers; the balance of trade and its relation to industrial development; the influence of geographic factors on the commercial policy of nations. Prerequisite: course S115, or Economics A. B, I, II. 3 s.h.—C.

[Old number, S15b]

MR. LANDON (first term)
MR. LEMERT (second term)

- S208. American Constitutional Law and Theory.—A study of leading constitutional principles of American government, as developed through judicial interpretation, with special emphasis upon problems of current importance. B, I. 3 s.h.—C\*, G.

  [Old number. S8a]
- S209. State Government in the United States.—The subject-matter covers the historical development of government in the states of the Union, the present political organization, and relations between state and federal government. A, I. 3 s.h.—C\*, G.

  [Old number, S9<sup>a</sup>]
- **S221.** American Political Thought.—Following a brief consideration of the background of American political thought, a more detailed study deals with the development of American political thought from Colonial days until the present. Lectures, discussion, collateral readings. *B, II.* **3 s.h.**—C\*, G.

  Mr. Lord
- **S226.** Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. D, I. 3 s.h.— $C^*$ , G.

  Mr. R. S. RANKIN
- **S235.** Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. A, II. 3 s.h. —C\*, G.

  MR. KENDRICK
- S254. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and the United States. The structure, methods, and policies of modern unions. A, I. 3 s.h.—C\*, G.

  [Old number, S54\*]
- **S300.** Elements of Political Science Research.—A study of sources and methods of investigation in political science, with special reference to research in American national government and in international relations. Lectures and preparation of reports involving the use of original material. D, I. 3 s.h.—G.

  Mr. R. R. Wilson
  - S335. Seminar in Problems of Public Finance.—D, II. 3 s.h.—G.

    Mr. Kendrick

### **ENGINEERING**

C.E.S. 10. Plane Surveying.—Exercises in use of chain, tape, compass, level, transit, and plane-table; surveys and re-surveys. Three weeks, eight hours a day, beginning June 6. 3 s.h.—C.

MR. HALL, MR. BIRD, AND ASSISTANTS

### **ENGLISH**

- S1. English Composition.—A course in the fundamentals of English composition, oral and written, with special attention to sentence structure, syntax, common errors, etc. Frequent themes. A, I. 3 s.h.—C.
  [Old number, S1\*, S1\*]

  MR. WARD
- **S2.** English Poetry.—The principles of English versification and a general survey of English poetry. *D*, *I*. **3 s.h.**—*C*. Mr. Jordan [Old number, SL1]
- **S3.** English Composition.—By means of instruction, frequent conferences, and extensive writing of assignments, this course undertakes to make the student familiar with the qualities of the best prose style. Open only to those who have credit for S1. *A, I.* **3 s.h.**—*C.* [Old number, SC2\*-SC2\*]
- S5. Prose Literature.—Reading and study of selected works of the best writers of prose; lectures on the lives of the authors studied; the periods of literary history; origin and growth of the various types of prose literature, with emphasis upon the novel. With S6 below this course constitutes the regular sophomore course in English literature. S5 and S6 do not meet the requirements for sophomore English unless a student has credit for sophomore composition or has so creditable a record on freshman composition as to be excused by the English Department from Composition 3. B, I. 3 s.h.—C.

  MR. WARD [Old number, SL2<sup>a</sup>]
- **S6.** Prose Literature (Continued).—A continuation of English S5, with emphasis upon biography. Students may enter S6 without having had S5, but may not count it toward a degree until S5 has been completed. *D*, *II*. **3** s.h.—*C*.

  [Old number, SL2<sup>b</sup>]
- S125°. Prose of the Early Nineteenth Century.—A survey of the chief prose writers of the early nineteenth century with special attention to Lamb, Coleridge, Hazlitt, De Quincey, and the reviewers. A, II. 3 s.h.—C\*, G.

  [Old number, S5°]
- S128°. Contemporary Poetry.—B, II. 3 s.h.—C\*. Mr. Chase [Old number, S19<sup>4</sup>]
- S211. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625, except the works of Spenser. A, II. 3 s.h.—C\*, G. MR. GILBERT [Old number, S29\*]

- S217. Spenser.—An exhaustive study of the works of Spenser. B, II. 3 s.h.—C\*, G. MR. GILBERT
- S223. Studies in the Romantic Poets of the Early Nineteenth Century.—An exhaustive study of the works of Shelley and their background. A, I. 3 s.h.—C\*, G.

  [Old number, S27\*]
- S225. Special Studies in Victorian Literature: Tennyson.—B, I. 3 s.h.—

  C\*, G.

  Mr. Greene
  [Old number. S30\*]
- S226. Special Studies in Victorian Literature: Browning.—A, I. 3 s.h.—

  C\*, G.

  MR. GREENE
  [Old number, S30b]
- **S230.** American Literature.—A study of the part played by the South and the West in American fiction. D, I. 3 s.h.—C\*, G. MR. HUBBELL [Old number, S4]
- **S301.** Bibliography and Methods of Research.—Required of all students expecting to write a thesis in the Department of English. B, I. 3 s.h.—G.

  MR. HUBBELL
- **S304.** Seminar in Poe's Contemporaries.—D, II. **3 s.h.**—G. Mr. Chase (Class enrollment limited to 15.)

#### FRENCH

- **S3.** Second-Year French.—Reading and translation, alternate exercises in grammar review, verb drill, and writing in French at dictation. *B, I.* **3 s.h.**—*C*.

  [Old number, S2<sup>a</sup>]
- **S4.** Second-Year French.—Reading and translation, with prose composition. D, I. **3** s.h.—C. Mr. Bridgers [Old number, S2<sup>b</sup>]
  - S228. Survey of French Poetry from 1400 to 1850.—A, I. 3 s.h.—C\*, G.
    Mr. Cowper
  - S230. Seminar: Diderot and the Encyclopédistes.—D, I. 3 s.h.—C\*, G.

    Mr. Cowper
  - S240. Survey of French Civilization.—A, II. 3 s.h.— $C^*$ , G.

    Mr. A. M. Webb
- **S340.** Seminar: Problem Course in French Civilization.—Students desiring to enroll in this course must present the equivalent of S240 or take course S240 concurrently. *D, II.* **3 s.h.**—*G.* Mr. A. M. Webb

### GERMAN

- S1. Elementary German.—Grammar, with composition, simple reading, and spoken German. A, D, I (first three weeks). 3 s.h.—C.
  [Old number, S1<sup>a</sup>]

  MR. F. E. WILSON
- **S2.** Elementary German.—Grammar, reading, and translation. A, D, I (second three weeks). 3 s.h.—C. MR, F. E. WILSON

[Auditors desiring to attend S1 and S2 without taking credit are not required to pay full registration and tuition but are subject to the auditor's fee of ten dollars.]
[Old number, S1<sup>b</sup>]

- S3. Second-Year German.—Reading and translation of easy German prose, lyrics, and ballads, with a systematic review of grammar and composition exercises based on the selections read. A, II. 3 s.h.—C.

  [Old number, S2<sup>a</sup>]

  MR. KRUMMEL
- S4. Second-Year German.—Reading and translation of narrative prose, a modern prose comedy, and one of Schiller's blank verse dramas. D, II.

  3 s.h.—C.

  MR. KRUMMEL
  [Old number. S2<sup>b</sup>]

## **GREEK**

S1-S2. Course for Beginners.—A, D, I. 6 s.h. Mr. Jernigan [This course is recommended especially for all teachers of Latin in the public schools who have not had opportunity to study Greek.]

### HISTORY

- S9. American History to 1828.—A rapid survey of the Colonial and Revolutionary periods followed by a more intensive study of the National period down to the beginning of Jackson's administration. B, II. 3 s.h.—C.

  [Old number, S9\*]
- **S91.** American History, 1828-1865.—A study of national expansion, sectional rivalry, railway extension, slavery, political parties, international relations, and the Civil War. D, II. 3 s.h.—C. Mr. MANCHESTER [Old number, S9<sup>b</sup>]
- S101. Development of Western European Civilization to About 800 A.D.—This course is a study of the development in Western Europe of the familiar institutions and culture of modern society, as developed from ancient times down to the period of Charlemagne. B, I. 3 s.h.—C\*.

  MISS. MACKAY

S102. Development of Western European Civilization from 800 to 1500 A.D.—A continuation of course S101. By permission of the instructor, properly qualified students may enter this course concurrently with S101. D, I. 3 s.h.—C\*.

- S208. The Institutional History of the Great Plains and the West, 1800-1920. This course deals with the special problems that confronted the American people when they emerged from the eastern timbered environment and took up life in the open and arid country of the West. Consideration will be given to the physical background. Emphasis is placed on the solution of the problems of dealing with the plains Indians, fencing, cattle-raising, dry-farming, and irrigation. The work will be conducted by lectures, extensive library reading, and discussion. A, II. 3 s.h.—

  C\*, G.

  MR. W. P. Webb
  - S213. Recent History of the United States, 1890.—A, I. 3 s.h.—C\*, G.

    MR. CALLCOTT
- **S308.** The American Frontier, 1800-1850.—A course dealing with frontier life east of the Mississippi. Emphasis will be placed on the institutional life of the people as it was expressed in economic, social, political, and legal activities. The work will be conducted through lectures and special reports based on research by the students. *D, II.* 3 s.h.—*G*.

MR. W. P. WEBB

S321. Studies in the Diplomatic History of the United States.—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of South-American diplomatic relations and to investigate related topics in chosen fields from year to year. These fields are: (a) Independence movement of Latin America, (b) Latin-American Foreign Relations, (c) Sectionalism and American Foreign Relations. D, I. 3 s.h.—G.

MR. CALLCOTT

### LATIN

- **S200.** Vergil and His Age.—A literary and historical survey course in honor of the bimillennium of Vergil. Lectures, reports, and reading of selections of Vergil's poetry. A, I. 3 s.h.—C\*, G. MR. ROSBOROUGH
- S219. Teachers' Course in Materials and Methods.—A study of Latin in the secondary school curriculum; elementary survey of Latin sounds, forms, and flexions. Prerequisite: twenty-four approved semester-hours of college Latin, including the equivalent of Latin 11, 12, 13, 14. A, II. 3 s.h.—G.
- **S323.** The Alexander Romance.—A study of the Alexander of history transformed into the Alexander of legend as seen in Julius Valerius and Leo Neapolitanus; Alexander's hero predecessors and his hero successors as a basis for the myth in the making; the Alexander Romance in its earliest form and content together with its ramifications, accretions, and modifications. Prerequisites: an undergraduate major in either Greek or Latin; students presenting an undergraduate major in Latin should present also a reading knowledge of Greek. B, II. 3 s.h.—G.

Mr. Anderson

**S331.** Roman Historical Literature.—A reading course in original Latin sources as a basis for study and interpretation of movements and events of a specific period of Roman history. B, I. 3 s.h.—G.

Mr. Rosborough

## MATHEMATICS

S25. Differential Calculus.—B, I. 3 s.h.—C\*. [Old number, S3\*]

MR. ELLIOTT

MR. ELLIOTT

\$30. Integral Calculus.—B, II. 3 s.h.—C\*. [Old number, S3<sup>b</sup>]

Mr. Patterson

- S201. History of Mathematics.—A study of the historical development of mathematics from 3000 B.C. up to the present time; a general survey of the development of elementary and college mathematics with sketches of the lives of the builders of the science; the evolution of the number system, arithmetic, geometry, calculus, and modern geometry. B, I. 3 s.h.

  —C\*, G.

  MR. W. W. RANKIN [Old number, S12]
- S204. The Teaching of Mathematics.—Designed primarily for those who intend to teach mathematics. Recent changes in methods of studying mathematics; careful study of the report of the national committee on "The Reorganization of Mathematics in Secondary Education"; wide investigation into the literature on mathematics; coördination of geometry and algebra in junior high school mathematics; etc. A, I. 3 s.h.—

  C\*, G.

  MR, W. W. RANKIN [Old number, S13]
- S225. Theory of Equations and Determinants.—D, II. 3 s.h.—C\*, G. [Old number, S4\*] MR. PATTERSON
- **S239.** Advanced Calculus.—This course is a study of the processes of the calculus, their meanings, and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. A, I. 3 s.h.— $C^*$ , G.

  MR. Elliott
- S240. Advanced Calculus.—(Continuation of S239 above.)—A, II. 3 s.h.—C\*, G. Mr. Elliott
- S280. Fourier's Series and Spherical Harmonics.—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. B, I. 3 s.h.— $C^*$ , G.

  MR. MILES
- S281. Introductory Course in Potential Theory.—Elementary course in potential theory; fields of force; Newtonian potentials due to volume and surface distributions. Primarily for students who are interested in mathematical physics. D, I. 3 s.h.—C\*, G. MR. MILES
- **S284.** Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. Prerequisite, Integral Calculus. B, II. 3 s.h.— $C^*$ , G.

### **PHYSICS**

S1-S2. Preliminary Physics.—Lectures, recitations, and individual laboratory work covering the fundamental phenomena of physics, a course substantially equivalent to the Physics 1 of the winter term. Two lectures, one recitation, and one laboratory period daily. I; schedule to be arranged. 8 s.h.—C. Mr. Edwards, Mr. Lothery, and Mr. Plaster [Old number, S1]

# **PSYCHOLOGY**

- S101. Introduction to Psychology: General Principles.—Lectures, demonstrations, prescribed reading, and reports. B, II. 3 s.h.—C.
  [Old number, S1] MR. RHINE
- S203. Advanced Experimental Psychology.—A laboratory course designed to give first-hand acquaintance with experimental technique and methodology. 2:30 to 5:30 daily, I. 3 s.h.—C\*, G. MR. ZENER
- S208. Psychology of Reasoning.—A course concerned with the nature of the reasoning processes in their various forms and levels. It will deal also with both the motivation and evaluation of reasoning and naturally includes a psychological interpretation of logic and epistemology. D, II.

  3 s.h.—C\*, G.

  MR. RHINE
- **S209.** Experimental Psychology and Theories.— An historical survey of experimental psychology, with a critical study of selected problems and theories. B, I. 3 s.h.— $C^*$ , G.

  MR. Zener

# RELIGION: CHURCH HISTORY AND RELIGIOUS EDUCATION

- S268. Materials of Character Education.—A study of the Bible and other great religious literature for their contributions to character formation at each given stage of character development. Special emphasis on story material and modern religious poetry. Not open to students enrolled in Education S115. D, I. 3 s.h.—C\*, G.

  MR. SPENCE
- S333. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Open for enrollment to students satisfying the instructor as to prerequisites. A, I. 3 s.h.—G.

MR. GARBER

S334. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Open only to students whose preparation is approved by the instructor. B, I. 3 s.h.—G.

MR. GARBER

# SOCIOLOGY

- **S101.** General Sociology.—An introduction to the scientific study of social life, its origin, evolution, and organization, as illustrated by a number of concrete social problems. A, I. 3 s.h.—C.\* MR. ELLWOOD
- S219. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. B, I. 3 s.h.— $C^*$ , G.

  Mr. Ellwood

### SPANISH

- **S61.** Elementary Spanish.—Pronunciation, grammar, conversation, and reading of easy prose. B, I. 3 s.h.—C.

  MR. STEINHAUSER [Old number, S1\*]
- **S62. Elementary Spanish.**—Pronunciation, grammar, conversation, and reading of easy prose. *D, I.* **3 s.h.**—*C*.

  [Old number, S1<sup>b</sup>]
- S63. Second-Year Spanish.—Thorough review of grammar, with exercises in composition, conversation, and dictation. A, II. 3 s.h.—C.
  [Old number, S2"] MR. LISTER
- S64. Second-Year Spanish.—Reading and translation; exercises in conversation and dictation. D, II. 3 s.h.—C.

  [Old number, S2<sup>b</sup>]

[For Public School Drawing, Industrial Art, and Music, and for courses in Physical and Health Education, see pages 428 and 429, this bulletin.]

### Announcement

# JUNALUSKA SUMMER SCHOOL, INC.

(Affiliated with Duke University)

Lake Iunaluska, N. C.

### INSTRUCTORS

# BENJAMIN GUY CHILDS.

(Duke University),

A.B., A.M., University of Virginia; University of Virginia, 1921-22;
DIRECTOR

EDUCATION, SOCIOLOGY.

# HUGO LEANDER BLOMQUIST,

(Duke University).

B.S., The University of Chicago; Pasteur Institute, 1919;
Ph.D., University of Chicago;
BIOLOGY AND HYGIENE.

# WILLIAM IVEY CRANFORD.

(Duke University),
A.B., Duke; Ph.D., Yale;
Psychology.

# IONE HENDERSON DUNN.

(Asheville Normal College),

Graduate, North Carolina College for Women; M.Ed., Duke; EDUCATION.

# ROBERT TAYLOE DUNSTAN,

(Greensboro College for Women)

A.B., Duke; A.M., Ph.D., University of Wisconsin;

# BELLE CURRIN GHOLSON,

(Durham High School),
A.B., A.M., Duke;
EDUCATION.

# JAMES McFATE GODARD,

(Duke University),

A.B., Park; A.M., Duke; EDUCATION.

# QUINTON HOLTON,

(Head of Department of History, Durham High School),
A.B., Duke; The University of Chicago, 1921-23;
HISTORY.

# EDWIN RAY HUNTER,

(Maryville College),

A.B., Maryville College; M.A., Ph.D., The University of Chicago; English.

# WILLIAM CHARLES McCALL,

(University of South Carolina),

A.B., A.M., University of South Carolina; The University of Chicago, 1926-27;

EDUCATION.

# HIRAM EARL MYERS.

(Duke University),

A.B., Duke; S.T.B., S.T.M., Boston University;
BIBLICAL LITERATURE.

# IDA WOODROW PENNEY.

(Virginia State Teachers College, Farmville),
A.B., Winthrop; A.M., Columbia;
PRIMARY EDUCATION.

# ROBERT LEMUEL WIGGINS,

(Wesleyan College),

A.B., A.M., Emory University; Ph.D., University of Virginia; English.

#### BUSINESS MANAGER

JAMES R. BOYD, Waynesville, North Carolina.

### CALENDAR

The Junaluska Summer School, Inc., will open June 12 and will close July 21. Recitations will be held five days in the week, all Mondays except June 29 and July 13 being holidays. Saturday, July 4, will be observed as Independence Day.

### REGISTRATION

Monday, June 8, is reserved for the registration of students from Haywood County. Thursday, June 11, is registration day for all other students. This day, between the hours of 9 A.M.

and 5 P.M., will be allowed for students to matriculate, select courses, and make arrangements concerning board and lodging. Regular classes will meet at 8:15, Friday morning, and recitation work will begin at once. Students are advised against late entrance since this very seriously affects school work as well as credits that may be obtained.

All applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina State elementary will be accepted from teachers with two or more years of experience. Certificates of high school graduation and other credentials should be submitted to the Director at the time of registration.

# COURSES OFFERED

Professional courses are offered for teachers in elementary schools, teachers of primary grades and of grammar grades, and

teachers of high school subjects.

For qualified college students, including high-school graduates, who may wish to begin their college course in the summer instead of waiting until September, instruction will be offered in education, English, Biblical literature, biology, history, Spanish, and psychology. Credit is allowed toward the A.B. degree at Duke University for these courses, and credit towards the A.M. degree is allowed for the course in field botany.

# COURSE IN FIELD BOTANY

A special course in field botany will be offered to public school teachers of nature study, high school teachers of botany and biology, and to qualified college students. The course is unique in that it will consist of a careful survey of the plant life found in the mountains of Western North Carolina. Frequent excursions and field trips will be made to Mount Mitchell, Mount Pisgah, the famous Pink Beds, and other sections abundant in unusual flora. A considerable amount of time will be spent in the new Great Smoky Mountain National Park area.

High school teachers and elementary school teachers of botany and related subjects will find ample opportunity for extensive study in this attractive field with either undergraduate

or graduate credit.

# ROOM AND BOARD

The hotels and lodging places on the Southern Assembly Grounds at Lake Junaluska have guaranteed summer school students board and room at the special rate of \$10.00 per week, with bed-linen furnished. Room and board will be provided at the same rate in the Mission Building, the Summer School head-quarters, for a limited number of early applicants. Further information relative to board and room may be obtained by addressing J. R. Boyd, Business Manager, Waynesville, North Carolina, or R. E. Nollner, The Southern Assembly, Lake Junaluska, N. C.

# FEES AND EXPENSES

Tuition charge for college students other than teachers is \$10.00. Teachers are exempt from tuition. The registration fee, paid by every student, is \$20.00. Expenses may therefore be estimated as follows:

Registration \$20 Room and Board 60 Library and Recreation Fee 2	.00					
\$82.00						

To this should be added about \$5.00 for books and probably \$5.00 for miscellaneous expenses, besides the tuition charge for students other than teachers.

# **COURSES OF INSTRUCTION**

# **EDUCATION**

- S8. The Learning Process.—A course in elementary educational psychology.  $Period\ D$ . Mr. Godard
- S10. Introduction to Teaching.—A survey of the work of the teacher. The course treats: The qualifications and training of teachers, nature and aims of education, nature and purpose of school curricula, modern classroom procedure in teaching. Period A.

  MISS DUNN
- 62P. Nature Study.—The function, aim, and place of nature study in the school. Consideration of such content as observational effects of weather changes, climate, and seasons on nature and life; certain physiographic changes and features; some acquaintance with the out-of-doors, common birds, butterflies, insects, trees, and flowers. Daily, second period.

  Mr. Blomouist
- 67P. Primary Curriculum.—The aims and objectives of education in the primary grades; subject matter and school activities necessary to obtain these aims and objectives; study of the State Course of Study; organization of the primary curriculum; the place of projects; and child activities. Daily, fourth period.

  MISS PENNEY
- 726. The Teaching of Geography.—Type studies of North America, with major emphasis upon the United States, to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. Daily, first period.

  Mrs. Gholson
- S102. Primary Methods in Language and Reading.—A study of materials and methods in the mother-tongue. Not open for enrollment to students who have had credit for course 23P or 35P of the North Carolina "Uniform Curricula." Daily, third period.

  MISS PENNEY
- S117. Grammar-Grade Methods in Geography and History.—The fundamental purposes in the teaching of geography and history; aims and values; type lessons and organizing subject-matter. *Period D*.

MISS DUNN

- S105. Introduction to Educational Sociology.—Principles of sociology necessary to an understanding of the school as a social institution; a consideration of such topics as social forces, social processes, and social problems; particular emphasis upon the study of the school as a coördinating and correlating agency in society. *Period B*. Mr. Godard [Old number, S5<sup>a</sup>]
- S113. High School Administration and Supervision.—Intended for principals and teachers. The principles of secondary education applied to the solution of practical problems of the high school. Special investigations, readings, and reports. Period D.

  [Old numbers, S64 and S16]

- S116. General Methods for Secondary Schools.—Class-room management and discipline; the teacher's use of the question; the project and how to organize it; the socialized recitation; supervised study; etc. *Period A.* [Old number, S10<sup>b</sup>]

  MR. McCall
- S142. Children's Literature.—A critical study of literature for primary grades; types of literature; Mother Goose, nonsense, and fairy tales; fables, myths, legends, nature stories, poetry, etc.; story telling, underlying principles and practice; bibliographies and use of the library. Daily, first period.

  [Old number, English 74P]

S176. The Teaching of Science in High Schools.—Discussion, based upon lectures and collateral reading, of aims, tests for values, the curriculum, class-room procedure, lesson-planning, etc. in secondary-school science. Period B.

MR. CHILDS

### MISCELLANEOUS SPECIAL COURSES FOR ELEMENTARY TEACHERS

Geography 83X. Types of Industry.—A study of the major industries in the United States; the economics of such industries as agriculture, mining, manufacturing, transportation, and banking emphasized. Daily, fifth period.

MRS. GHOLSON

- 91X. Social Problems.—This course will concern itself with social principles and problems. It will make an intensive study of such problems as dependency, delinquency, and defectiveness; charities and corrections.

  \*\*Period B.\*\*

  MR. McCall.
- History 94X. Citizenship.—A study of the organization, growth, and practical workings of national, state, and local government in the United States. The course is intended to serve as a background for the work of teachers of citizenship courses in the public schools. Daily, second period.

  MRS. GHOLSON

### BIBLICAL LITERATURE

- S103. The Prophets of the Old Testament.—A general study of the history and nature of Hebrew prophecy; a detailed study of the message of the outstanding pre-exilic literary prophets. *Period B.* Mr. Myers
- S115. The Life of Jesus.—An attempt to discover the consciousness, purpose, and significance of Jesus as set forth in the Synoptic record. Period D.

  MR. MYERS

(Students who have credit for Bible 1 at Duke University may enter S103, S115. Students who have not had Bible may be admitted by permission of the instructor to take these two courses as a substitute for Bible 1.)

### BOTANY

S25. Field Botany.—The aim of this course is to present to the students a first-hand knowledge of plants in their native habitats. The field work will be done in the mountain areas of Western North Carolina and will include the Pisgah Forest and Smoky Mountain sections. The course will consist of practice in the identification of plants in the field and a study of their natural history and associations. Field trips daily, also lectures, readings, reports, etc. Credit, 4 or 6 semester-hours for A.B. or A.M. degree. Hours to be arranged.

MR. BLOMQUIST

### ENGLISH

- S5. Prose Literature.—Reading and study of selected works of the best writers of prose; lectures on the lives of the authors studied; the periods of literary history; origin and growth of the various types of prose literature, with emphasis upon the novel. Credit, 3 semester-hours. Period D.

  MR. WIGGINS
- S124. Shakespeare's Tragedies.—Reading and study of Macbeth, Hamlet, Lear, Othello, and at least one other tragedy, with emphasis upon interpretation of character and development of the tragic theme. Period B.

  MR. HUNTER
- S137. American Poetry.—Selections from the works of eight or ten principal figures in American poetry, with emphasis upon principal articles of thought and characteristic manner of expression. Period D.

  MR. HUNTER
- S142. The Teaching of Literature and Composition in the High School.—Consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of literature, the planning of the high-school course, and the study of the most important English classics in the high school curriculum. Period A.

  Mr. Wiggins

#### HISTORY

**S9.** American History to 1829.—A survey of the Colonial and Revolutionary periods followed by more intensive study of the Constitutional period down to the beginning of Jackson's administration. A course designed to meet the needs of elementary teachers. *Period A*.

MR. HOLTON

S91. American History, 1830-1865.—A study of national expansion, sectional rivalry, slavery, political parties, international relations, and the Civil War. Text, lectures, readings, and reports. *Period D*.

Mr. Holton

# **PSYCHOLOGY**

\$14°. Child Psychology.—The outstanding characteristics of children of the primary and grammar-school ages; their bodily growth and development and its sensitiveness to their environment; their characteristic ways of knowing, feeling, and acting; and the best methods and materials for stimulating and guiding development. Text-book, discussions, and exercises. Period B.

MR. CRANFORD

S14°. General Psychology for Teachers.—A survey of the principles of general psychology that are peculiarly applicable to the practical work of the teacher. *Period D*.

MR. CRANFORD

### SPANISH

S2°. Second-Year Spanish.—Thorough review of grammar, with exercises in composition, conversation, and dictation. Credit, 3 semester-hours. Period A.

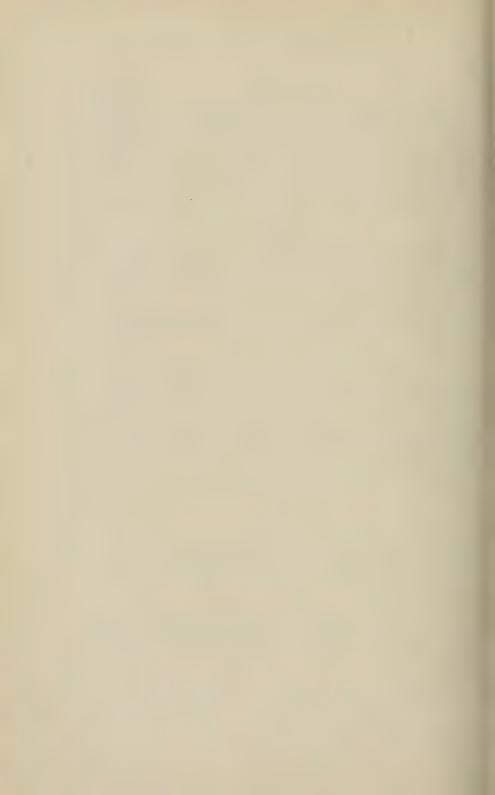
MR. DUNSTAN

S2b. Second-Year Spanish.—Reading and translation; exercises in conversation and dictation. Credit, 3 semester-hours. Period B.

Mr. Dunstan

# RESERVATION IN ADVANCE

Students should enroll as promptly as possible. Application for reservation may be made by sending the enclosed application blank properly filled in to B. G. Childs, Director, Duke University, Durham, N. C. A part payment of \$5.00 on the registration fee should be enclosed with the application; checks should be made to J. R. Boyd, Business Manager.



# ROLL OF UNDERGRADUATE STUDENTS

## WOMAN'S COLLEGE

### FRESHMEN

Allen, Lillian Almand, Margaret Banks, Lynda Barber, Kathleen Barnes, Annette Baskerville, Lucy Bennett, Virginia Berlin, Cicely Blackwell, Virginia Bowen, Dolly Brabham, Clarice Bradshaw, Phyllis Britton, Marguerite Brooks, Katherine Brown, Katherine Browning, Nora Brownlee, Kathryn Brvan, Lucile Buck. Katherine Bulloch, Mary Frances Burns, Margaret Burroughs, Adeline Burroughs, Miriam Burson, Sarah Calfee, Dorothy Cannady, Carrie Carothers, LoDema Carver. Beatrice Cash. Rosanelle Chaffin, Hattie Chappell, Mary Gould Childs. Elaine Chipman, Elizabeth Clark, Ruth Cobb. Lola Crowder, Courtney Cunningham, Dorothy Curtis, Martha Curtis, Sue Daniel, Helen Dillon, Virginia Dimmette, Ruby Doster, Harriet

Dougherty, Edna

Durham, N. C. Gastonia, N. C. Wilson, N. C. Durham, N. C. Elm City, N. C. Warrenton, N. C. Ben Avon, Pa. Hampton, Va. Scotland Neck, N. C. Albany, Ga. Bamberg, S. C. Trenton, N. I. New York, N. Y. Durham, N. C. Albemarle, N. C. Littleton, N. C. Philadelphia, Pa. Garner, N. C. Bald Mountain, N. C. Oxford, N. C. Asheville, N. C. Broome, Md. Durham, N. C. Ben Avon, Pa. Belhaven, N. C. Durham, N. C. Asbury Park, N. J. Rougemont, N. C. Winston-Salem, N. C. Mocksville, N. C. Monroe, N. C. Durham, N. C. Baltimore, Md. Baltimore, Md. Cheriton, Va. Jarratt, Va. Oil City, Pa. Baltimore, Md. Canton, N. C. Columbia, S. C. Wilmington, N. C. Gastonia, N. C. Birmingham, Ala. Brookline, Pa.

Douglas, Dorothy Douglass, Elinor Dubois, Rosalie Duke, Amy Eakes, Helen Edwards, Margaret Elgar, Grace Ellermeyer, Margaret Ensor, Helen Erwin, Edna Fanning, Helen Feldman, Clare Fielden, Ruth Fleming, Catherine Ford, Helen Fraser, Harriet Fuller, Elizabeth Fuller, Margaret Futrell, Ina Gaddis, Mary Garrard, Gertrude Green. Doris Griffin, Janet Hamlin, Margaret Harris, Flora Harris, Lucy Lea Harrison, Virginia Haynes, Hazel Heid. Dorothy Hertz, Jessie Herzog, Josephine Hicks. Elizabeth Hilbert, Lillian Holder, Marjorie Sue Holt, Dorothy Holt, Jean Horne, Mary Louise Horton, LaVerne Hunt, Jean Claire Hury, Elizabeth Hydrick, Emily Ann Ingram, Eloise Jackson, Jean James, Eloise Jansen, Mary Jones, Avey Jones, Lucy Jones, Myrtle Ruth Katz, Anne

Rocky Mount, N. C. Wethersfield, Conn. Stamford, Conn. Fort Valley, Ga. Wake Forest, N. C. Durham, N. C. Wytheville, Va. Kittanning, Pa. Baltimore, Md. Durham, N. C. Asheville, N. C. Easton, Pa. Telford, Pa New Bethlehem, Pa. Durham, N. C. Charlotte, N. C. South Orange, N. J. South Orange, N. J. Rich Square, N. C. Brown, Md. Durham, N. C. Durham, N. C. Baltimore, Md. Surry, Va. Fayetteville, N. C. Rockingham, N. C. Danville, Va. Winter Haven, Fla. Turtle Creek, Pa. Harrisburg, Pa. Baltimore, Md. Durham, N. C. Philadelphia, Pa. Jefferson, Ga. Durham, N. C. Lynchburg, Va. Rocky Mount, N. C. Winter Haven, Fla. Pulaski, Va. Durham, N. C. Durham, N. C. High Point, N. C. Mountain Lakes, N. J. Durham, N. C. Stamford, Conn. Roxboro, N. C. Waynesville, N. C. Chilhowie, Va. Portsmouth, Va.

Kennedy, Mildred Kindel Martha King, Lillian Knight, Elizabeth Kreger, Audrey Lackey, Mary Stuart Lanzetta, Emelia Lassiter, Mildred Lawrence, Frances Lawson, Anna Brown Linscott, Dorothy Long, Dorothy Lyon, Emma Frances McCoy, Margaret McCrary, Lilla Belle McCrudden, Ruth McHanev, Belva McIntosh, Carolyn McKinney, Mildred Mangum, Mildred Markham, Eleanor Marsh. Ester Martin, Margaret Michael, Annie Lucile Miller, Edith Miller, Jane Mitchell, Thelma Morton, Frances Nachamson, Ethel Noon, Elizabeth Norton, Jamie Norwood, Elizabeth Parkhurst, Mary Paulsen, Abby Laura Pendergraph, Ruth Pettigrew, Edith Physioc. Martha Physioc, Nancy Poe. Catharine Powell, Elizabeth Powell, Madeline Price. Hilda Purvis, Bennie Radskin, Muriel Reams, Helen Reeve, Margaret Reid, Margaret Rodham, Dorothy Rogers, Lola Marler

Roanoke, Va. Raleigh, N. C. Durham, N. C. Morristown, N. J. Portsmouth, Va. Christiansburg, Va. New York, N. Y. Tackson, N. C. Norfolk, Va. Erwin, Tenn. Winchester, Mass. Durham, N. C. Durham, N. C. Charlotte, N. C. Lexington, N. C. Moorestown, N. J. Durham, N. C. Old Fort, N. C. Shelby, N. C. Bahama, N. C. Durham, N. C. Turtle Creek, Pa. Portsmouth, Va. Biltmore, N. C. Front Royal, Va. Portsmouth, Va. Durham, N. C. Roxboro, N. C. Durham, N. C. Pottstown, Pa. Conway, S. C. McBee, S. C. Fort Bragg, N. C. Chapel Hill, N. C. Durham, N. C. Florence, S. C. Stamford, Conn. Stamford, Conn. Durham, N. C. Whiteville, N. C. Henderson, N. C. Stoneville, N. C. Durham, N. C. New York, N. Y. Durham, N. C. Calhoun, Ga. Stamford, Conn. Scranton, Pa. Durham, N. C.

Rollins, Catherine Rose. Bernice Royster, Helen Sachsenmaier, Mildred Savige, Fannie Serfas, Catherine Sharp, Dorothy Shaw. Arlene Sholl, Charlotte Sibley, Frances Sieger, Gloria Sikes, Ashe Bennett Sink, Mary Slack, Embree Smith, Mary Frances Smith, Nellie Sneeden, Mary Steele Soady, Valda Stallings, Dorothy Strickland, Erma Strowd. Peggy Anne Suiter, Mary James Taggart, Mary Taylor, Mary Helen Taylor, Mildred Tenney, Elaine Terry, Elizabeth Thomson, Elizabeth Thompson, Virginia Tilley, Alma Gladys Todd, Elizabeth Tudor, Frances Turner, Mary Frances Umstead, Charlotte Umstead, Dorothy Upchurch, Theda VanDenbergh, Alice Vaughan, Emily Voigt, Margie Walker, Augusta Walker, Martha Wannamaker, Harriet Washington, Zella Watkins, Carolyn Watkins, Mary Weatherspoon, Virginia Weinstock, Adeline Wheeler, Elizabeth Whitaker, Doris

Apex. N. C. New York, N. Y. Henderson, N. C. Elkins Park, Pa. Peckville, Pa. Easton, Pa. Chicago, III Durham, N. C. Moorestown, N. J. Wilmington, N. C. Northampton, Pa. Monroe, N. C. Winston-Salem, N. C. Bristol, Tenn. Valdosta, Ga. Roxboro, N. C. Durham, N. C. Belleville, Ont. Canada Durham, N. C. Durham, N. C. Durham, N. C. Rocky Mount, N. C. Durham, N. C. Oxford, N. C. Harrisburg, Pa. West Orange, N. J. Lexington, N. C. Lillington, N. C. Durham, N. C. Durham, N. C. Orlando, Fla. Albemarle, N. C. Wilson, N. C. Durham, N. C. Durham, N. C. Apex. N. C. Wilmington, N. C. Jackson, N. C. Philadelphia, Pa. Elizabeth City, N. C. Bradenton, Fla. Durham, N. C. Stem, N. C. Henderson, N. C. Augusta, Ga. Durham, N. C. New York, N. Y. Fort Wayne, Ind. Durham, N. C.

Whitmer, Barbara
Wilkie, Gladys
Wilkie, Mabel
Williams, Anne
Williams, Ethel
Winget, Mary Gray
Winslow, Elizabeth
Woodrow, Marye Price
Wooten, Alice
Young. Eloise

Drexel Hill, Pa.
Charlotte, N. C.
Charlotte, N. C.
Franklin, Va.
Wilmington, N. C.
Gastonia, N. C.
Greenville, N. C.
Charleston, W. Va.
Durham, N. C.
Lake City, Minn.

### SOPHOMORES

Adams, Edna Lee Barker, Lessie Pone Bellamy, Iris Boesch, Betty Breedlove, Evelyn Bulluck, Elizabeth Burwell, Alice Cannady, Ozelle Card. Helen Carroll, Lydia Cockman, Hazel Connelly, Lillie Mae Davies, Katherine Dawson, Helen Dixon, Elizabeth Douglas, Anna Gertrude Draughon, Lucile DuPuy, Evelyn Minter Eaton, Dorothy Ebbs, Lois English, Eva Davis Evans, Katherine Falls, Mary Holland Fletcher, Geraldine Flynn, Elizabeth Forline, Ruth Fort, Adele Foster, Lois Fulford, Vera Gainey, Lucille Gibson, Edna Glasson, Marjorie Glymph, Virginia Green, Virginia Griffin, Margaret Haines, Edith

Durham, N. C. Durham, N. C. Durham, N. C. Durham, N. C. Oxford, N. C. Rocky Mount, N. C. Warrenton, N. C. Durham, N. C. Durham, N. C. Bennettsville, S. C. Durham, N. C. North Side, N. C. New Hartford, Conn. Durham, N. C. Favetteville, N. C. High Point, N. C. Durham, N. C. Durham, N. C. Franklin, N. C. Asheville, N. C. Mount Olive, N. C. Christiansburg, Va. Gastonia, N. C. McColl. S. C. Washington, N. C. Durham, N. C. Birmingham, Ala. Durham, N. C. Durham, N. C. Fayetteville, N. C. Philadelphia, Pa. Durham, N. C. Durham, N. C. Weldon, N. C. Woodland, N. C. Moorestown, N. J.

Hammack Eugenia Harris, Margaret Hobgood, Elvaleigh Hooker, Louisa Horton, Editha Howie, Martha Hunevcutt, Claire Hvatt, Mary Elizabeth Tackson, Beulah S. Iones, Nedra Kelly, Wilhelmina Kelly, Wilma King, Margaret Henry Knowles, Ruth Leary, Dorothy Libby, Ruth Lindy, Frances Long. Irene Love, Edna Lucas, Edith McCrary, Virginia McDonald, Thirza McGhee, Mary McGhee, Virginia McGlone, Loraine Manget, Jeanne Mitchell, Viola Mock, Martha Movler, Helen Nance, Marion Newsom, Dorothy Nichols, Hazel Northcutt, Thelma Oakley, Gretha O'Keef. Fannie Patterson, Carmen Ragan, Virginia Riddick, Edna Roberson, Nancy Robinson, Nola Rodgers, Eleanor Royall, Rebecca Russell, Gertrude Sellars, Elizabeth Sellars, Louise Shankle, Catherine Sherron, Velma Shugart, Dorothy Skinner, Mary

Edison Ga Durham, N. C. Durham, N. C. Greenville, N. C. Winter Haven, Fla. Charlotte, N. C. Albemarle, N. C. Polkton, N. C. Durham, N. C. Norfolk, Va. Augusta, Ga. Durham, N. C. Durham, N. C. Portsmouth, Ohio East Orange, N. I. Auburn, Me. Burlington, N. C. Concord, N. C. Cliffside, N. C. Charlotte, N. C. Lexington, N. C. Monroe, Ga. Atlanta, Ga. Atlanta, Ga. Pine Bluff, Ark. Shanghai, China Youngstown, N. C. Waynesville, N. C. Franklin, Va. Asheville, N. C. Durham, N. C. Durham, N. C. McFarlan, N. C. Bunnlevel, N. C. Wilmington, N. C. Greensboro, N. C. Gastonia, N. C. Suffolk, N. C. Durham, N. C. Durham, N. C. Northfield, Mass. Smithfield, N. C. Durham, N. C. Burlington, N. C. Mebane, N. C. Mt. Gilead. N. C. Durham, N. C. Middlesex, N. C. Durham, N. C.

Smith. Elsie Smith, Ora Lee Steeley, Mercedes Stringfield, Martha Strother, Helen Strowd, Helen Taylor, Hazel Thomas, Lucie Wall Truesdel, Mildred Umstead. Christine Valley, Margaret Ward, Myrtice Waters. Carlotta Weaver, Artis White, Helen Whitehead, Ola Belle Williams, Anne Crockett Woods, Clinton McMillin Wyche, Mary York, Elizabeth York, Mary Anne Zachary, Helen Zachary, Mary

Durham, N. C. Albemarle, N. C. Augusta, Ga. Waynesville, N. C. Durham, N. C. Durham, N. C. Stapleton, Va. South Hill, Va. University, N. C. Durham, N. C. Hendersonville, N. C. Durham, N. C. Washington, N. C. Rocky Mount, N. C. Greenville, N. C. Weldon, N. C. Wilmington, N. C. Marion, S. C. Weldon, N. C. Morris Plains, N. J. Morris Plains, N. J. Cooleemee, N. C. Cooleemee, N. C.

## JUNIORS

Altvater, Margaret Anders, Helen Auld, Elizabeth Baldwin, Mary Grace Barber, Marjorie Batten, Alice Best, Flora Crews Bledsoe, Margaret Boney, Victoria Burch, Betty Chandler, Helen Chesson, Minnie Clarke, Elizabeth Ray Cox, Mary Virginia Craft, Norma Louise Craven, Mary Elizabeth Crim, Joanna Cummings, Eliza Dailey, Alma Davis, Francis Davis, Vivian DeBruyne, Leonora Eutsler, Bertha

Denver, Colo. Gastonia, N. C. Asheville, N. C. Concord, N. C. Durham, N. C. Charlotte, N. C. Fremont, N. C. Baltimore, Md. Durham, N. C. Charlotte, N. C. Florence, S. C. Portsmouth, Va. Wilmington, N. C. Stanley, N. C. Wilmington, N. C. Lakeland, Fla. Winston-Salem, N. C. Abingdon, Va. Pittsboro, N. C. Newbern, N. C. Oxford, N. C. Durham, N. C. Goldsboro, N. C.

Francis Pauline Gordon, Mabel Page Gregory, Ruth Guthrie, Mildred Harrell. Margaret Harrison, Irene Henry, Carolyn Holloway, Kathleen Howard, Margaret Hovle, Mary Huckabee, Alice Hvatt. Margaret Johnston, Gav E. Iones, Esther Ruth King. Estelle King, Mary Margaret Langston, Mary Leach, Edith Long, Wilma Lowden, Ethel McAnally, Elizabeth McCracken, Sarah McKinney. Eileen Manget, Elizabeth Mangum, Verna Martin, Mary Heston Massey, Loise Montgomery, Mary Frances Morris. Corella Moses, Louise Moss, Florence Murphy, Leonore Newton, Evelyn Nicks, Marianna Owenbey, Sarah Parsons. Margaret Peck, Elizabeth Peck, Elma Phelps, Tucie Phipps, Marguerite Pierce, Martha Pittman, Katherine Pollard, Mary Elizabeth Pope, Mildred Powell, Elizabeth Powell. Virginia Ragland, Rosa Ramsey, Mildred Rogers, Evelyn

Bryson City, N. C. Elizabeth City, N. C. Angier, N. C. Swan Quarter, N. C. Asheville, N. C. Pinetown, N. C. Asheville, N. C. Montgomery, Ala. Tarboro, N. C. Greensboro, N. C. Albemarle Waynesville, N. C. Laurel. Miss. Elloree, S. C. Hapeville, Ga. Durham, N. C. Goldsboro, N. C. Washington, N. C. Oxford, N. C. Orange, N. J. Richmond, Va. Washington, N. C. Shelby, N. C. Shanghai, China Bahama, N. C. Winston-Salem, N. C. Trinity, N. C. Durham, N. C. Washington, D. C. Norfolk, Va. Mobile, Ala. Tidioute. Pa. Durham, N. C. Roxboro, N. C. Asheville, N. C. Wilkes-Barre, Pa. Swarthmore, Pa. Swarthmore, Pa. Ahoskie, N. C. Independence, Va. Weldon, N. C. Kinston, N. C. Durham, N. C. Thomasville, N. C. Warsaw, N. C. Lenoir, N. C. Virgilina, Va. Louisburg, N. C. Asheville, N. C.

Rouse, Elizabeth Rowland, Elizabeth Seelev, Laura Sexton, Madge Shewey, Virginia Shipp, Helen Shuford, Gladys Simpson, Marion Singletary, Martha Sloop, Emma Smith Louise Stewart, Jean Tate, Mary Jane Turner, Catherine Vickers. Elise Waddell, Kathleen Williams, Hazel Young, Marion Elizabeth

LaGrange, N. C. Durham, N. C. Ozone Park, N. Y. Bahama, N. C. Buena Vista, Va. Durham, N. C. Lexington, N. C. Monroe, N. C. Winston-Salem, N. C. Crossnore, N. C. Canton, Ohio Charlotte, N. C. South Bend, Ind. Mayodan, N. C. Roxboro, N. C. Bonlee, N. C. Durham, N. C. Johnstown, Pa.

### SENIORS

Anderson, Dorothy Barber, Ruth Battle, Margaret Biggerstaff, Anne Blalock, Mary Boddie, Margaret Bowman, Clarice Bradsher, Mary Brown, Mary Burch, Vella Jane Cain, Gladys Caldwell, Elizabeth Carpenter, Elsie Lee Clarke, Elizabeth Claunch, Margaret Coble, Edna Mae Cockerham, Grace Colclough, Madge Coleman, Margaret Louise Cozart, Jaxie Cowan, Ida Crews, Charlotte Daniel, Mary Elizabeth Dickson, Bonnie Ethel Eatmon, Ida Pearl English, Hettie Ewing, Emma Faucette, Mary

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## SPECIALS

Carpenter, Thomas Edgar, Jr. Faison, Zachariah Andrew, Jr. Hardee, Robert House, Carey Etnier McKelway, Alex Jeffrey Uwazumi, Jo Minoru Durham, N. C. Wilmington, N. C. Stem, N. C. Knoxville, Tenn. Roxboro, N. C. Japan

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Professors	88
Associate Professors	12
Assistant Professors	45
Instructors	72
Lecturers	16
Industrial Research Fellows	6
University Fellows	22
Graduate Assistants	49
Graduate Scholars	16
Assistants	28
Staff of University Libraries	49
Total	504
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Trinity College	1,330
Seniors	171
Juniors	217
Sophomores	433
Freshmen	503
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Woman's College	512
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Juniors	90
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